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ABSTRACT

The paper describes a pilot program for gifted first through third grade students who were underachieving in reading or mathematics and/or had behavior problems. The 4 hour a week five month program was designed to remediate academic and behavior problems utilizing J. Renzulli's Enrichment Triad Model. Workshops were conducted for parents and teachers. Among findings were that 80% of the students underachieving in reading gained from 1.4 to 3.5 years (based on standardized test scores), 62% of those students underachieving in math achieved their individual objectives, and 13 of the 15 targeted behavior problem students demonstrated a 50% or greater improvement in diminishing negative behaviors. Parents, students, and teachers rated the program 3 or higher (on a scale of 1 to 5). Among appendixes are sample teacher observation scales, a summary of the inservice evaluation, and forms used in the program. (PHR)

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IMPLEMENTATION OF A PROGRAM FOR GIFTED UNDERACHIEVERS AND GIFTED STUDENTS WITH BEHAVIOR PROBLEMS IN THE PRIMARY GRADES

Individual Practicum

by

Pearl C. Hojnacki[1]

Submitted in partial fulfillment of the requirements of the National Ed. D. Program for Educational Leaders, Nova University

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ABSTRACT

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Implementation of a Program for Gifted Underachievers and Gifted Students with Behavior Problems in the Primary Grades

Descriptors: *Gifted / *Underachievers / *Behavior Problems / *Elementary Schools / Primary Education / Pilot Project / Reading Programs / Mathematics Education / Counseling Programs / *Exceptional Child Education

This practicum was designed to establish a pilot program for gifted students in grades 1-3 who were underachieving in reading or mathematics and/or who were exhibiting problems in behavior. The students, enrolled in a cluster of six neighboring schools in northwest Tampa, Hillsborough County, Florida, were transported to a primary learning center, located in Morgan Woods School, for four hours of instruction and counseling each week. Classes were taught by two visiting special teachers for the gifted, and by the curriculum specialist, librarian, and guidance counselor at Morgan Woods School. Workshops were conducted for parents and classroom teachers. The program was successful in raising the reading scores of the target students but did not meet the terminal objective set for the underachievers in mathematics. The test instrument used for measuring mathematical gain was not considered adequate because it measured computation only while the program emphasized problem-solving and concepts. Students with behavior problems demonstrated improvement in behavior and in positive self-concept. Results are presented in tabular form for each of the seven terminal objectives. Although the terminal objective set for underachievers in mathematics was not achieved, the criterion established for the success of the practicum called for the achievement of terminal objectives 1, 2, 3, and 4 by 50 percent or more of the students. This criterion was accomplished. The program will be maintained in the present school cluster for 1979-80 and will be replicated in at least one additional cluster of schools in Hillsborough County, Florida. Copies of questionnaires, tests, and forms used during the practicum are contained in the appendices.

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CHAPTER I

INTRODUCTION

"The United States Office of Education recognizes the education of the gifted and talented as being an integral part of our educational system and supports the endeavors of all those who are involved in providing increased educational opportunities for those students. The United States Office of Education encourages states and school districts, wherever possible, within the administration of their program, to consider actions which target upon the special needs of the gifted and talented population."[1]

A report on education of the gifted prepared by the Office of Education in 1971 revealed the following depressing problems:

1. Fewer than four percent of the country's gifted and talented youth are receiving services commensurate with their needs. Fifty-seven percent of the school administrators in the national survey said they had no gifted or talented in their classroom, or else were indifferent to their special needs.

2. A ... problem brought out in the national report is the false notion that the gifted are going to make it on their own. A false notion prevails that the gifted do not need special help, and thus no special assistance is required. Quite to the contrary, our findings show a high percentage of gifted and talented youngsters among the dropouts from school.

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[1]Harold C. Lyon, Jr., "What Are the Priorities? Realizing the Potential Through Federal Support," Bulletin, National Association of Secondary School Principals 60 (March 1976): 15.

> We are finding that they do, indeed, need some special skills. They need fertile environments. And they need broadly and deeply conceived curricula.[1]

According to the United States Office of Education's conservative estimate, at least five percent of our nation's students (about 150,000 in the elementary grades), are exceptionally bright and talented children who have potential to become tomorrow's outstanding thinkers, creators and leaders. Based on these estimates, the odds suggest that at least one or two "gifted or talented" children are in each classroom.[2]

Until recent years, the majority of these special students received no special instruction. Most educators had innocently assumed that any gifted child "could get it on his own." Today, this attitude has given way to increased awareness of the particular needs of our gifted and talented children. The United States Office of Education has finally acknowledged a greater need for services to help the gifted realize their potential and, as part of its special education program, earmarked $2.5 million for this purpose in the fiscal year 1978 alone.[3] This program has enabled individual states, school districts, and schools to combine and enrich their own resources with federal dollars to develop more appropriate school programs for the gifted students.

In 1978-79, the Hillsborough County School System, Tampa, Florida, serving over 130,000 students, offered a county-wide program for the gifted students in grades 3 through 9. Students identified as gifted spent three hours each week for one

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[1]Ibid., pp. 16-17.

[2]James J. Alvino and Theodore J. Gourley, "The Challenge of our Gifted Children," Teacher 95 (December 1977): 45.

[3]Ibid.

semester at a centrally located learning center. The students selected the topics in which they wished to participate: science, mathematics, language arts, creative dramatics, photography, and so forth. Learning center teachers were assigned full-time to the teaching of the gifted. School buses provided transportation to and from the Learning center at no cost to the children.

The Setting: Six Schools in the Tampa Town & Country Area

During the period 1968-1978, the Town and Country area of Hillsborough County, Florida, became a fast-growing suburban community. Four new elementary schools and a junior high school had to be constructed, just in the last ten years, within a three-mile radius, in an effort to keep pace with the population growth. The community, composed of predominately middle- and upper-class business and professional parents, shared a common concern and were very interested in advancing the education of their youngsters. The Tampa Town and Country schools maintained a reputation for providing a good education program, and many families continued to purchase homes within the area because of the modern schools.

Six elementary schools (Bay Crest, Bellamy, Dickenson, Morgan Woods, Town and Country, and Woodbridge) were located within a mile of each other, forming a convenient cluster. The total enrollment in April 1978 for the six schools was 4,813. Of this number, 2,732 were primary students in grades 1, 2, and 3. According to a statistical projection using the

Wechsler Intelligence Scale for Children Revised (WISC-R),[1] 2 percent of the students in a typical school ordinarily qualified as being gifted; however, due to the higher socio-economic level of the area, the actual figure for the schools in the Town and Country area was predicted to be closer to 3 percent (82 students). It was then estimated that of the predicted 82 gifted primary students in the six schools, 20 to 30 students would qualify for the pilot program for underachievers and/or behavior problems--the focus of this practicum. Figures are presented in Table 1.

TABLE 1

ENROLLMENTS IN THE SIX PARTICIPATING SCHOOLS AND PROJECTED ENROLLMENT FOR THE GIFTED PROGRAM

School	1977-78 Total School Enrollment	1977-78 Grades 1-3 Enrollment	1978-79 Projected Number of Gifted Students Grades 1-3	1978-79 Projected Number of Gifted Underachievers/ Behavior Problems Grades 1-3
Bellamy	911	545	16	3
Baycrest	686	392	12	2
Dickenson	665	362	11	4
Morgan Woods	899	492	15	9
Town and Country	691	364	11	3
Woodbridge	961	577	17	8

[1]David Wechsler, Wechsler Intelligence Scale for Children, Revised (WISC-R) (New York, N.Y.: Psychological Corporation, 1974).

The Circumstances: Contributing Factors To The Problem

Parents of unmotivated students, discouraged by the do-nothing attitude of public education, had transferred their bright youngsters out of the public schools and enrolled them in private schools where they might be "motivated and challenged." Other parents, who had stayed with the public schools, demanded that more attention be given to the above-average students. A survey of the principals in the six schools pointed out that over one hundred conferences were held in 1977-78 with parents of above-average students requesting special programs for their children. These parents had seen billions of dollars spent on compensatory and special programs for the low achievers, the students with learning disabilities, the mentally handicapped, the emotionally disturbed, and on and on. But the bright and the gifted students were expected to make it on their own! The general belief was that most eager, well-adjusted, intellectually-talented youths could not realize their academic potential unless they were provided better opportunities than the usual classroom afforded them.

A quote from J. W. Taylor emphasized early teaching for the gifted:"...the longer that any talent or set of talents remains dormant and unused, the more confidently can it be predicted that the persons will never really use such potential talent in their entire lives."[1]

---

[1]James J. Gallagher, Teaching the Gifted Child, Second Edition (Boston: Allyn and Bacon, Inc., 1976), p. 297.

Gifted students remained unidentified by the school until they became "teaching problems" in the upper grades. After psychological testing, these students were discovered to be intellectually bright but bored. With earlier identification, would they have received the help needed? School surveys disclosed that many regular classroom teachers admitted having no training or expertise in working with the gifted and were knowingly handicapped and unable to handle the problem.[1] Other teachers refused to acknowledge the presence of gifted students because they were threatened with the thoughts of changing their customary teaching techniques. Typically, if the elementary school teacher of a class of thirty or more had any extra time and energy left, it usually went into remedial work with those below grade level. Periodic classroom observations by supervisors revealed that generally the bright child was given busy work, repetitive assignments, extra reading, or was tutoring other children. The child frequently responded by withdrawing completely or becoming an overt behavior problem.

In their annual questionnaire and request for county-wide inservice programs, teachers in the six schools listed "working with the gifted and above-average students" as one of their greatest needs for further inservice.[2] Responding to the questionnaire, teachers observed that many of their gifted students were not being challenged nor was their performance

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[1]A summary of the surveys is in appendix A.

[2]Copy of questionnaire is in appendix B.

equal to their ability as anticipated by aptitude or ability test scores.

Parents had continually requested and insisted on initiating special activities for talented primary youngsters. Gifted students in the intermediate grades had an opportunity to attend the district Learning Center for one semester a year, but for students in grades 1 and 2, no services were provided. These bright students also needed special teachers, curriculum, and peer association to motivate and challenge them in their pursuit of an enriched education.

CHAPTER II

THE PROBLEM

As determined by test records and report cards, many gifted children were doing efficient work in school and were expectedly performing well beyond the youngster of average intelligence. Nevertheless, there were some gifted students whose academic performance did not measure up to their intellectual aptitude and whose disappointing accomplishments provided a most frustrating problem for the teacher.[1] These were commonly referred to as underachievers.

Not only were these students underachieving but their unpleasing attitudes and classroom behavior were often a major concern to teachers and parents. Withdrawal behavior, reluctance to complete assignments, disdain for school, anti-social behavior, and overt negative behaviors were commonly observed in the classroom. According to available test scores, teacher reports, checklists based on classroom observations, student and parent interviews, and records maintained in the office of the guidance counselor, over 20 out of the 82 students selected for the primary gifted program had been identified as underachievers and/or behavior problems. As further testing and

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[1]James J. Gallagher, Teaching the Gifted Child, Second Edition (Boston: Allyn and Bacon, Inc., 1976), pp. 341-342.

collection of data was made, additional cases were identified for a total of 24 target students deficient in reading and mathematics and/or with behavior problems. This practicum was concerned with those 24 gifted students.

Why were these students unable to use their potential ability? Was it the inferior school program that was unstimulating? Did the answer rest in their family relationships? Was it part of their own personality makeup? Was it the attitudes of their peer group? These questions obviously had to be answered on an individual basis. Findings from studies reported in Teaching the Gifted Child by James Gallagher are presented in part:

> Overall, there is a definite implication that, when father is more punitive in his relationship with his children, particularly his sons, there is an increased possibility that the son will show disturbances in the academic area.[1]
>
> The crucial difference between the home of the achiever and the non-achiever lies in the psychological, rather than the physical, environment at home. The parents of high achievers spent more time with their children and showed a greater interest in education.[2]
>
> In summary, it is clear that most of the studies have discovered disturbances in the family relationship of underachievers.[3]
>
> The results indicated that the underachievers appeared different from the achievers in exhibiting greater negative self-concept and a generally more negative outlook on life.[4]

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[1]Ibid., p. 343. [2]Ibid., p. 344. [3]Ibid., p. 344.

[4]Ibid., p. 345.

> There is enough evidence...that underachievement is no temporary accident brought on possibly, by one poor teacher during one year. It is, with boys, a continuing problem stemming from basic personality and social problems, which need treatment and care as early in the school program as is feasible.[1]

> The most predominant feature of the classroom behavior of the underachiever was the characteristic of withdrawal. The underachievers were observed more often than the achievers to be working in another academic area and engaged in non-academic work. Arithmetic showed a particularly high level of withdrawal.[2]

> Although there were no differences in the amount of time spent listening and watching, reading or writing, or being highly active, the achievers did spend significantly more time in social, work-oriented interaction with peers.[3]

> In short, the underachiever has adopted classroom behavior that is non adaptive for effective learning. His desire to escape from unpleasant experiences keeps him from effective confrontation with his environment.[4]

> The underachievers have a penchant for finding others in their peer groups who complement and feed the patterns of behavior antagonistic to learning and academic effort.[5]

> One way to look at the underachiever is that he is in the middle of a circle of barbed wire. It makes up his total environment, and all the elements of his environment have contributed to the building of this wire circle--his family, his friends, his school, and most important, himself. Any movements that he attempts to make to get out of the barbed wire are going to be painful to him. Sometimes it is more comfortable to sit quietly and passively in the middle of his trap and bemoan his own fate than to risk getting scratched trying to get out.[6]

This was the problem: Extremely bright children were trapped as underachievers and/or behavior problems and seemed unable to escape without help. Something needed to be done early in the child's life before the gifted underachiever had

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[1]Ibid., p. 347 [2]Ibid., p. 349. [3]Ibid., p. 349.

[4]Ibid., p. 349 [5]Ibid., pp. 350-351. [6]Ibid., p. 353.

reached the middle elementary grades. By that time, his under-achievement was a genuine life-style, and major educational readjustments through counseling over an extended period of time were often needed to change it.

A program of intervention in the primary grades or even earlier was needed to ameliorate the problem.

CHAPTER III

TERMINAL OBJECTIVES

Seven terminal objectives were set for the twenty-four gifted students enrolled in the practicum. Objective 1 was written for the eleven gifted students who were underachieving in reading; Objective 2 was designed for the seventeen students who were underachieving in mathematics; and Objective 3 was set for the fifteen students who were identified as behavior problems. The remaining four objectives (Objectives 4, 5, 6, and 7) applied to all twenty-four target students. Table 2 lists the twenty-four students and the objectives which apply to them. Some of the students were deficient in more than one area (reading, mathematics, or behavior) and thus participated in more than one program as shown in Table 2.

Objective 1

After participating in a five-month program for the gifted, 75 percent of the students who were achieving six months (.6) or more below their ability in reading, as measured by the Wechsler Intelligence Scale for Children, Revised (WISC-R)[1] and the Wide Range Achievement Test (WRAT),

[1]David Wechsler, Wechsler Intelligence Scale for Children, Revised (WISC-R) (New York, N.Y.: Psychological Corporation, 1974).

TABLE 2

TARGET STUDENTS
ENROLLED IN THE SPECIAL PROGRAMS
FOR
GIFTED PRIMARY STUDENTS

Student Identification Number	Objective 1 Reading	Objective 2 Math	Objective 3 Behavior	Objectives 4,5,6,7
1	x	x	x	x
2		x		x
3	x	x	x	x
4	x	x	x	x
5	x	x		x
6	x	x	x	x
7	x	x	x	x
8	x	x	x	x
9	x	x		x
10	x	x		x
11	x	x		x
12		x		x
13		x		x
14		x	x	x
15		x	x	x
16		x	x	x
17		x		x
18	x			x
19			x	x
20			x	x
21			x	x
22			x	x
23			x	x
24			x	x

Level 1,[1] administered in September 1978, will meet the objectives set for them as shown in Table 3, Column 6, and measured by the scores received on the WRAT, Level 1, Reading Subtest, to be administered in March 1979. The anticipated exit score was based on the predicted scores given in the WISC-WRAT predictor tables[2] but adjusted to take into account factors affecting probable performance.[3] The terminal performance objective for each student in the target group is expressed in Table 3, Column 6, on the following page.

---

[1]J. F. Jastak, S. W. Byron, and S. R. Jastak, Wide Range Achievement Test (WRAT), Level 1 (Wilmington, Delaware: Guidance Associates of Delaware, Inc., 1976). A copy of the test appears in appendix C.

[2]J. F. Jastak and S. R. Jastak, The Wide Range Achievement Test, Manual of Instructions, Revised Edition 1965 (Wilmington, Delaware: Guidance Associates of Delaware, Inc., 1965): 40-51.

[3]The anticipated exit score in Table 3, Column 6, was arrived at by adjusting the score in Column 4. Factors considered were: Entry score (Column 2), home environment, speech problems, nutrition, learning disabilities, physical disabilities, and emotional problems. The anticipated exit score (Column 6) was finalized at a conference attended by the student's parent(s), the classroom teacher, the teachers for the gifted, the curriculum specialist, the guidance counselor, and the principal. The Individual Education Plan (IEP) was written and approved at the conference.

TABLE 3

TARGET STUDENTS FOR READING

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Student Number	Entry Reading Score (WRAT)	WISC Score	Anticipated Reading Score Based on WISC-WRAT Predictors (after 5 months program)	Variables Affecting Student's Probable Performance	Expectation: Exit Score
1	1.5	138	3.7	Low entry score (2.2 gap)* SLD** Home Environment	2.7
18	3.0	145	5.2	Low entry score (2.2 gap)*	4.5
3	3.1	128	4.8	Home Environment Behavior	4.1
4	3.2	131	5.0	Behavior	4.5
5	2.8	126	4.7	Speech	3.7
6	3.4	127	4.7	Home Environment Behavior	4.2
7	4.3	140	5.7	Behavior	5.0
8	2.6	135	6.4	SLD** Low entry score (3.8 gap)*	4.4
9	4.1	127	5.7	SLD**	5.1
10	3.9	129	5.8	Home Environment	5.3
11	3.5	130	5.0	Speech	4.5

*Gap is the difference between Column 2 and Column 4.
**Specific Learning Disability

Note: Scores in Columns 2, 4, and 6 indicate grade levels.

Objective 2

After participating in a five-month program for the gifted, 70 percent of the students who were achieving one year (1.0) or more below their ability in mathematics, as measured by the Wechsler Intelligence Scale for Children, Revised (WISC-R)[1] and the Wide Range Achievement Test (WRAT), Level 1,[2] administered in September 1978, will meet the objectives set for them as shown in Table 4, Column 6, and measured by the scores received on the WRAT, Level 1, Mathematics Subtest, to be administered in March 1979. The student's terminal objective was based on the predicted score given in the WISC-R-WRAT predictor tables[3] and adjusted to take into account factors affecting probable performance.[4] The terminal or performance objective for each student in the target group is expressed in Table 4, Column 6, on the following page.

---

[1]David Wechsler, Wechsler Intelligence Scale for Children, Revised (WISC-R) (New York, N.Y.: Psychological Corporation, 1974).

[2]J. F. Jastak, S. W. Byron, and S. R. Jastak, Wide Range Achievement Test (WRAT), Level 1 (Wilmington, Delaware: Guidance Associates of Delaware, Inc., 1976). Appendix C contains a copy of the test.

[3]J. F. Jastak and S. R. Jastak, The Wide Range Achievement Test, Manual of Instructions, Revised Edition 1965 (Wilmington, Delaware: Guidance Associates of Delaware, Inc., 1965): 40-51.

[4]The anticipated exit score in Table 4, Column 6, was arrived at by adjusting the score in Column 4. Factors considered were: entry score (Column 2), home environment, speech problems, nutrition, learning disabilities, physical disabilities, and emotional problems. The anticipated exit score (Column 6) was finalized at a conference attended by the student's parent(s), the classroom teacher, the teachers for the gifted, the curriculum specialist, the guidance counselor, and the principal. The Individual Education Plan (IEP) was written and approved at the conference.

TABLE 4

TARGET STUDENTS FOR MATHEMATICS

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Student Number	Entry Score Math (WRAT)	WISC Score	Anticipated Math Score Based on WISC-WRAT Predictors (after 5 months program)	Variables Affecting Student's Probable Performance	Expectation: Exit Score
1	1.5	138	3.7	Low entry score (2.2 gap)* SLD** EH*** Home Environment	2.7
2	3.2	133	5.2	Low entry score (2.0 gap)*	4.7
3	2.7	128	4.8	Low entry score (2.1 gap)* Home Environment, Behavior	3.8
4	2.6	131	5.0	Low entry score (2.4 gap)* Behavior	4.0
5	2.7	126	4.7	Low entry score (2.0 gap)* Speech	4.2
6	2.8	127	4.7	Home Environment Behavior	3.7
7	3.9	140	5.7	Behavior	4.7
8	3.6	135	6.4	Low entry score (2.8 gap)* SLD**	5.0
9	2.6	127	5.7	Low entry score (3.1 gap)* SLD**	4.0
10	3.9	129	5.8	Home Environment	4.8
11	2.6	130	5.0	Speech; low entry (2.4 gap)*	4.5
12	4.2	127	6.0	Behavior	5.2
13	4.5	141	6.9	Low entry score (2.4 gap)*	5.9
14	3.6	138	6.6	Low entry score (3.0 gap)* Behavior	5.0
15	3.0	127	6.0	Low entry score (3.0 gap)* Behavior	4.4
16	2.4	126	5.9	Low entry score (3.5 gap)* Home Environment	4.0
17	2.8	131	5.0	Low entry score (2.2 gap)* Home Environment	4.4

*Gap is the difference between Column 2 and Column 4.

**Specific Learning Disability

***Emotionally Handicapped

Note: Scores in Columns 2, 4, and 6 indicate grade levels.

Objective 3

After participating in a five-month program for the gifted, 75 percent of the gifted students who were checked by the classroom teacher as exhibiting negative overt or withdrawal behavior, as identified by the classroom teachers using a checklist,[1] will demonstrate a 50 percent improvement in the negative behavior(s) as determined by an observation scale[2] maintained by the classroom teachers for two weeks in October 1978 and again for two weeks at the end of the treatment (program) in March 1979.

Objective 4

After participating in a five-month program for the gifted, 80 percent of the target students will demonstrate a more positive self-concept as measured by the student's receiving a higher score on the post-administration of the Piers-Harris Children's Self Concept Scale (The Way I Feel About Myself),[3] as compared to the score received on the pre-test in October 1978.

Objective 5

After participating in a five-month program for the gifted, the target students will complete a questionnaire[4]

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[1]Appendix D contains a copy of the checklist.

[2]A copy of the observation scale is in appendix E.

[3]Ellen V. Piers and Dale B. Harris, The Piers-Harris Children's Self-Concept Scale (Nashville, Tenn.: Counselor Recordings and Tests, 1969).

[4]Appendix G contains a copy of the student questionnaire.

and 95 percent of the students will rate the program on a scale of 1 to 5, 1 being low and 5 being high, with the program receiving an average rating of at least 3 or higher.

Objective 6

After the treatment (program) has been completed, 75 percent of the parents of the target students will complete and return to the school a questionnaire, rating the program on a scale of 1 to 5, 1 being low and 5 being high, with the program receiving an average rating of 3 or higher.[1]

Objective 7

After the treatment (program) has been completed, the classroom teachers of the target students will complete a questionnaire[2] and 95 percent of the teachers will rate the program on a scale of 1 to 5, 1 being low and 5 being high, with the program receiving an average rating of 3 or higher.

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[1]A copy of the parent questionnaire is in appendix H.

[2]Appendix I contains a copy of the teacher questionnaire.

CHAPTER IV

STRATEGY

Can a preventive program be designed for very young children who are predisposed to the patterns of underachievement? By beginning at an early age, can those psychological defenses be kept from hardening into patterns that, in adolescence, become very difficult to modify? Can parent- and teacher-training programs be devised so that the circular and self-defeating interactions of underachieving children with their parents and/or teachers can be broken? Can the utilization of more effective rewards and stimulation build the depressed self-confidence in the underachieving student?

The literature was searched for programs concerning the gifted student who was underachieving and/or who manifested negative behavior patterns. The works of Willard Abraham, Walter B. Barbe, James J. Gallagher, John C. Gowan, Mary Meeker, Joseph Renzulli, Dorothy Sisk, Louis M. Terman, E. Paul Torrance, and others were carefully studied. The writer of this report held conferences with the District Supervisor of Gifted Programs in Hillsborough County, Florida, and corresponded with the Florida State Supervisor of Gifted

Programs. The supervisors, principals, and curriculum specialists of the six participating schools were consulted.

Review of the Literature

James J. Gallagher devoted a chapter in his book, Teaching the Gifted Child, to the "Gifted Underachiever."[1] He states that two major strategies have been used to intervene effectively in the non-productive life pattern of the talented underachiever--counseling and changes in the educatiooal environment and programming. Counseling attempts to improve school performance through raising the student's self-concept, whereas the education approach attempts to enhance his self-concept through better school performance. Gallagher adds that in actual practice, few programs are restricted to one approach; most programs are mixtures of the two strategies.[2] The program designed for this practicum is a combination of the two approaches.

Counseling Strategy

Benjamin Fine writes:

> The school that does not offer personal counseling to the underachiever is flatly, "the wrong school." If teachers and parents are unable to help the youngster relate to "hoped-for or established goals," the guidance counselor who establishes personal rapport with

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[1]James J. Gallagher, Teaching the Gifted Child, Second Edition (Boston: Allyn and Bacon, Inc., 1976), pp. 341-364.

[2]Ibid., pp. 354-355.

> him is perhaps the underachiever's last chance. At the elementary school level, the counselor provides a safety valve; in his office, the pupil can discuss his fears, his anger, his frustration. In that office he can begin to think of himself as a valuable individual, unique, one of worth and potential.[1]

Dorothy Sisk reports that educators, administrators, and psychologists who are currently working with gifted programs are becoming more aware that if gifted students are to have a real choice, either personally or professionally, they must have help in learning how to better understand themselves and how to make wise career decisions. Sisk developed the child-study technique which utilizes group counseling as one means of aiding gifted students and their parents in building a better understanding of themselves and what it means to be gifted.[2]

It is important to consider the following conclusion, reached after thirty years of follow-up studies on Terman's initial population:

> The results (of the follow-up) indicated that personality factors are extremely important determiners of achievement...The four traits on which (the most and least successful groups) differed most widely were persistence in the accomplishment of ends, integration toward goals, self-confidence, and freedom from inferiority feelings. In the total picture the

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[1]Benjamin Fine, Underachievers: How They Can Be Helped (New York: E. P. Dutton and Company, 1967), p. 112.

[2]Dorothy Sisk, "Guidance and Counseling Needs of Gifted Students and their Parents: Use of Child Study Technique," Teaching Gifted Children (Tampa, Florida: University of South Florida, n.d.), Developed in conjunction with a federal grant for Title V, Section 505 (mimeographed), pp. 88-95.

> greatest contrast between the two groups was in all-round emotional and social adjustment and in drive to achieve.[1]

The implications drawn from Terman's studies indicate the need for a strong guidance program for the underachieving gifted student.

Richard McCowan (1968) summarizes a study on group counseling with underachievers and their parents:

> While the generality of the findings is limited by the size of the sample, strong evidence was presented to indicate that group counseling, as conducted in this study, is effective in improving the achievement, study habits, and emotional adjustment of underachievers. The data suggest--possibly the most significant finding of the study--that counseling with parents is more effective in improving the achievement of students than counseling with the students themselves. These results, therefore, have implications for the practices of school counselors who should, perhaps, spend more time working with the parents of students who have problems.[2]

Parent counseling was given priority in developing the strategy for this practicum.

Patterson, in a speech made at the 1961 APGA Convention in Denver, said that more and better counseling services in our schools would undoubtedly lead to the reduction of underachievement and the more efficient utilization of the talent of students.[3]

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[1]Louis M. Terman, Genetic Studies of Genius: The Gifted Group at Mid-Life (Stanford, California: Stanford University Press, 1959), p. 148.

[2]Richard J. McCowan, "Group Counseling with Underachievers and Their Parents," The School Counselor 16 (September 1968): 30-35, 40.

[3]C. H. Patterson, An Introduction to Counseling in Schools (New York: Harper and Row, 1971).

Shaw (1960) initiated a family counseling plan for underachievers and their parents. The basis for this program was the hypothesis that the basic problem of the underachiever was a breakdown in communication between the student and his parents, causing him to feel unworthy and unaccepted. In the family-counseling technique, the parents and children were seen together by the counselor. In one-half of the period, the parents listened to the child express his difficulties and in the other half, the child listened to the parents. One general finding was: "Lecturing at either parents or students fails to help, but setting a climate where both can learn from listening to each other makes the likelihood of learning greater."[1]

An attempt at group counseling was made by Ohlsen and Proff (1960). The research was made with ninth graders, and their life patterns had been forming for many years. This research pointed out that after he begins to accept himself, then, and only then, can the student accept the fact that he is gifted and make plans for the full use of his potentialities. These investigators also warned that under-achievement, particularly at this age level, is not a surface phenomenon easily modified. Some improvement in self-concept and achievement

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[1]M. C. Shaw and J. T. McCuen, "The Onset of Academic Underachievement in Bright Children," Journal of Educational Psychology 51 (1960): 103-108.

was attained in individual cases.[1]

The review of the literature confirmed the practicum performer's belief that assistance for the underachiever should be initiated "early on" and that counseling for the gifted underachiever and the parents is needed. Therefore, counseling was considered an important dimension to be included in the practicum program.

Placement and Programming Modification Strategies

Barbe (1963) expressed his concern for the gifted underachiever in stating, "Because the potential contribution of the underachiever will be lost unless the school makes radical changes, educators have given more and more attention to this type of child."[2]

Barbe describes three distinct administrative patterns used in providing for gifted children. These patterns may overlap, but in some situations they are distinctly separated. They are special classes, acceleration, and enrichment within the regular classroom. He points out that these are administrative policies and as such offer no guarantee that the gifted child is being cared for any better because of administrative decisions to adopt them--regardless of the type of

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[1]Merle M. Ohlsen and F. C. Proff, "The Extent to Which Group Counseling Improves the Academic and Personal Adjustment of the Underachieving Gifted Adolescent," (Urbana, Illinois: University of Illinois, 1960), Cooperative Research Project No. 623 (mimeographed).

[2]Walter B. Barbe, The Exceptional Child (New York: The Center for Applied Research in Education, Inc., 1963), p. 32.

program adopted; the classroom teacher is still the key person in providing education for any child.[1]

In discussing the various administrative arrangements for gifted programs, the Office of Education reports " the least productive results come from regular classes, although teachers and administrators at the elementary level initially favor this arrangement."[2]

Nissen (1972) reports that from all available evidence, some kind of grouping, accompanied by quality control, well-prepared teachers and staff, consultant assistance, and careful evaluation, is needed to nurture the talents of the gifted. Special grouping and planning, carefully conceived and executed, provide opportunities for the gifted to function at proper levels of understanding and performance.[3]

Sumption (1941) says that special classes as a method for providing for gifted children is in greater favor today than ever before. The current status of the Major Work Program of special classes for children in Cleveland, Ohio, selects children of IQs 125 and above to attend classes with other children of about the same age. Followup studies of the graduates of these classes clearly indicate that this has been

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[1] Ibid., p. 34.

[2] S. P. Marland, Jr., Education of the Gifted and Talented, vol. 11, Background Papers Submitted to the U. S. Office of Education, Department of H.E.W., August 1971. (Washington, D. C.: U. S. Government Printing Office, 1971), p. A-26.

[3] Myra H. Nissen, "Flight From Mediocrity," National Elementary Principal 51 (February 1972): 88.

a highly successful program for gifted children.[1]

Abraham (1958) adds that the follow-up of the students in the Cleveland program indicates that as youngsters their achievement was at least up to grade level with the dividend of having had an enriched environment for learning, and as adults their attainments and adjustments are above those of comparable persons without similar school opportunities. He considers it significant how the children themselves felt about these special classes when questioned later on:

> Almost half approved of them enthusiastically, and 74 percent were in favor of them from a lukewarm to an overwhelming degree. They especially liked the chances to express individuality, freedom from regimentation, curricular differences, stimulation, and classmates. High on their list of least liked factors were two you would expect to find--the attitudes of other children and teachers, and the limited social contacts with other pupils.[2]

Abraham describes programs in other localities:

> St. Louis uses an arbitrary dividing IQ of 130, and in its special classes enriches the program mainly with foreign language and science activities. In both achievement and social adjustment the youngsters are surpassing expectations, encouraging this system to continue its experimental work. New York City began its special opportunity classes in 1922; Baltimore aims its fire on special classes at the junior high level; and Allentown, Pennsylvania set up special classes in one school to which children come from all over the city.[3]

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[1] Merle R. Sumption, Three Hundred Gifted Children (New York: Harcourt, Brace, and World, Inc., 1941).

[2] Willard Abraham, Common Sense About Gifted Children (New York: Harper and Brothers, Publishers, 1958), p. 74.

[3] Ibid.

A successful program for children at the elementary level is demonstrated by the type at the Colfax School in Pittsburg, Pennsylvania. The Colfax plan places gifted children in regular classes for half a day but in workshop activities exclusively for gifted children for half a day.[1]

An argument for special classes for gifted students rather than enrichment in the regular classroom is given by Barbe (1958):

> If enrichment in the regular classroom means intentional differentiation of instruction, materials, and grades, then it can be labeled as a distinct method of providing for gifted children. Unfortunately, the term "enrichment" is today being used in an almost glib fashion to justify that something is being done for gifted children. Perhaps the strongest argument for special classes is that enrichment is neither understood by most people nor actually put into practice in many classroom situations. The arguments against enrichment in the regular classroom are that it imposes upon the already over-burdened classroom teacher the responsibility for additional planning, and that it draws the attention of other children to think that the gifted child is apparently different from them.[2]

In discussing the educational implications of research on the gifted and talented, the U. S. Commissioner of Education (1972) reported to the Congress of the United States the following information:

> Numerous past and recent studies have established the fact that gifted and talented youth are a unique population, differing markedly from their age peers in

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[1]Hedwig Pregler, "The Colfax Plan," Exceptional Children 20 (February 1954): 198-201.

[2]Walter B. Barbe, "What is Enrichment?" School and Society 86 (May 10, 1958): 222-223.

> abilities, talents, interests, and psychological maturity...the most neglected of all groups with special educational needs. Their sensitivity to others and insight into existing school conditions make them especially vulnerable, because of their ability to conceal their giftedness in standardized surroundings and able to seek alternative outlets. The resultant waste is tragic.
>
> Research studies of the special needs of the gifted and talented demonstrate evidence of the need for special programs. The relatively few gifted students who have had the advantage of special programs have shown remarkable improvements in self-understanding and in ability to relate to others, as well as in improved academic and creative performance. The programs have not produced arrogant, selfish snobs; on the contrary, studies show that special programs have extended a sense of reality, wholesome humility, self-respect, and respect for others. A good program for the gifted increases their involvement and interest in learning through the reduction of the irrelevant.[1]

The special school idea has received a great deal of national attention, according to Dutton (1955), but few schools have been established. Bronx School of Science is an outstanding example of a school established for a specific purpose, and one that has been highly successful.[2] The special school was not considered for this practicum program as the performer of the practicum believes that gifted primary youngsters should spend some time in the regular classroom.

Sanderlin (1973) says that authorities agree that gifted, talented, and creative children are stimulating to each other, and should spend a substantial part of their time with their true peers (other gifted students).[3]

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[1]S. P. Marland, Jr., Education of the Gifted and Talented Volume 1: Report to the Congress of the United States (Washington, D. C.: U. S. Government Printing Office, 1972), p. 109.

[2]William Dutton, "Dr. Meister's Beautiful School," National Parent Teacher 49 (June 1955): 4-7.

[3]Owenita Sanderlin, Teaching Gifted Children (New York: A. S. Barnes and Company, Inc., 1973), p. 163.

William Vasser, Consultant for Gifted, Connecticut, expresses his thoughts on mixing gifted achievers and non-achievers: "It's a good idea to mix the Terman-type kid, high creative producers, the talented in the arts, and bright underachievers. They work well together. They turn each other on."[1] Vasser further suggests using talent-interest areas to get children involved in the academic area, and advocates the utilization of community resources.[2] Vasser's ideas were utilized in planning for and in implementing this practicum program.

One education strategy reported by Gallagher (1976), was to place all of the underachievers together in a special classroom and plan a program for them. Very slight gains were made even when the students had a warm, accepting teacher. Negative results were reported when the teacher was rigid and had high standards that she expected all students to meet.[3]

Another group of underachievers was identified and placed in a program that allowed time for individual conferences, help with work-study skills, and group discussions of common problems. No sizable positive results were shown with this particular treatment, either.[4]

Another strategy was tried by Karnes, McCoy, Zehrback, Wallershein, and Clarizio (1961) in Champaign, Illinois. They

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[1]Ibid, p. 150.

[2]Ibid.

[3]James J. Gallagher, Teaching the Gifted Child, Second Edition (Boston: Allyn and Bacon, Inc., 1976), p. 358.

[4]Ibid.

identified gifted underachieving children at the elementary school level and divided them into two groups; members of one group were placed in classes of gifted children that had been homogeneously grouped. No more than 20 percent of any class of gifted students would be underachievers. The second group was placed in a regular setting, a standard heterogeneous grouping. At the end of two years, the gifted children in the homogeneously grouped classes showed significant improvement both in intellectual fluency and in their perceived parent attitudes. This study indicated that it was possible to modify attitudes, not by attacking them directly through counseling, but rather through the modification of the environment. The authors believed that the students in the homogeneous class were introduced to many more stimulating ideas and concepts than those in the regular classes.[1]

Another study was carried out in Evanston, Illinois, by Miller (1962), in which three groups of underachieving second-grade children were identified. One group received group counseling; a second received individual tutoring in reading; and the third group received no treatment. Over one semester, no significant changes were shown in any of the groups on reading scores, again substantiating how difficult it is to modify and change the pattern or adjustment for such

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[1]M. Karnes, G. M. McCoy, R. R. Zehrbach, J. Wollersheim, and H. F. Clarizio, "The Efficacy of Two Organizational Plans for Underachieving Intellectually Gifted Children," Exceptional Children 29 (1963): 438-446.

youngsters.[1]

For this practicum, it was decided that the underachieving students would be mixed with achieving gifted students in special classes. In addition, trained teachers would be provided.

> The teacher is the key to effective programs and the effective use of resources. Preparation of teachers to work with the gifted should precede expenditures on materials and facilities, which should be recommended by informal school personnel after careful planning for a given population of gifted and talented pupils.
>
> The need for the special teacher preparation is apparent. Teachers with no special background have been found disinterested in and even hostile toward the gifted. They believe that the gifted will reveal themselves through academic grades, that they need all existing content plus more, and that teachers should add to existing curriculum requirements rather than delete anything.
>
> Teachers who have worked with special programs tend to be enthusiastic, whereas those who have not are generally hostile. Opportunities for experience with programs and inservice preparation produce changes to more favorable teacher attitudes toward both gifted children and special programs.
>
> Successful programs show that special preparation of teachers is mandatory. Teachers who have such preparation tend to be sympathetic to the gifted and talented, and to provide them with necessary learning opportunities.[2]

In agreement with this research, the selection of trained program teachers for the gifted and the provision of inservice training for the regular classroom teachers were considered essential requisites of this practicum.

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[1] Vera V. Miller, "The Early Identification and Treatment of Underachieving Primary Students," (Evanston, Illinois: Community Consolidated Schools, 1962, mimeographed).

[2] S. P. Marland, Jr., Education of the Gifted and Talented, Volume 1: Report to the Congress of the United States (Washington, D.C.: U.S. Government Printing Office, 1972), pp. 42, 110.

Barbe (1963) states that it is essential that the teacher of gifted children, like teachers generally, have an understanding of child growth and development, teaching methods, and materials in addition to mastery of subject content. At the elementary level, both interest and training in the gifted seems to be particularly needed. Special characteristics needed include understanding of gifted children, flexibility, as well as better than average intelligence.[1]

Sanderlin writes:

> Most (though not all) authorities agree that gifted children, because of their unusual mental abilities or special skills, need a different kind of teaching and different kinds of teachers; advanced states like Illinois and Connecticut have already begun to educate teachers in the special field of gifted education, either before or during their services as teachers.[2]

Torrance (1967) presents further insight into the influence of the teacher in the learning process:

> Perhaps the most exciting insight that has come from our research (Torrance, 1962, 1963, 1965) is that different kinds of children learn best when given opportunities to learn in ways best suited to their motivations and abilities. Whenever teachers change their ways of teaching in significant ways, a different group of learners become the stars or high achievers. This has far-reaching implications for educating a larger number of people to a higher level and for achieving a higher level of dignity and mental health in our society.[3]

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[1]Walter B. Barbe, Exceptional Child (New York: The Center for Applied Research in Education, Inc., 1963), p. 37.

[2]Owenita Sanderlin, Teaching Gifted Children (New York: A. S. Barnes and Company, Inc., 1973), p. 131.

[3]John C. Gowan, George D. Demos, and E. Paul Torrance, Creativity: Its Educational Implications (New York: John Wiley and Sons, Inc., 1967), p. 327.

In deciding upon the program to use in the practicum, this practicum performer devoted a great deal of study to an approach recommended by Mary N. Meeker,[1] based on the "Structure of Intellect Model" (SOI) developed by J. P. Guilford.[2] Meeker believes that teaching the ability to learn is important. She has developed tests to measure the abilities of the intellect (SOI) and diagnose those abilities in which a student excels or in which he demonstrates a weakness.[3] Directions for a way of planning curriculum are sketched so that individual and group strengths and deficits are discovered and correspondingly taught. Special curriculum materials have been designed to be used with individuals in the areas of deficit identified in the tests.

Meeker defends her model: "The application of our intelligence depends upon the growth of these functions (abilities). In teaching children to learn, this structure provides us with a relatively secure base upon which we can

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[1]Mary N. Meeker, The Structure of Intellect: Its Interpretation and Uses (Columbus, Ohio: Charles E. Merrill Publishing Company, 1969).

[2]J. P. Guilford, The Nature of Human Intelligence (New York: McGraw-Hill Book Company, 1967). In his model, Guilford demonstrated that there were a number of dimensions of intellectual performances not measured by the standard IQ tests. The complete schema is represented by 120 predicted cells or categories of intellectual abilities. Each cell has three dimensions, such as MFU (Memory of Figural Units). Creativity is one of the catagories identified by Guilford which is not measured by a standard IQ test.

[3]Mary Meeker, Larry Mestyanek, and Robert Meeker, S.O.I. Learning Abilities Test--Examiner's Manual (El Segundo, California: S.O.I. Institute, 1975).

fashion learning experiences--perhaps more secure a base than 'content of subject matter' presents us."[1]

Gowan (1967) writes that the formulations of Guilford and the experimentation of others have rather clearly shown that creativity is necessary even for conventional achievement. Therefore, what counselors and teachers have attempted to treat as a deficiency in motivation, may actually be a deficiency in creativity.[2] Could it be that these gifted underachievers are deficient in creative ability and would benefit most by strengthening this "intelligence"? (This idea is intriguing to the performer of the practicum for future research.) Creativity is one of the abilities that is measured by Meeker's S.O.I. test, and methods and materials have been designed to develop creativity in youngsters.

The performer of the practicum and the Supervisor of Gifted Programs, Hillsborough County, Florida, gave serious consideration to using Meeker's model and materials with the target students in this practicum; however, the program teachers were afraid that student interest and motivation would be lacking in such a program. Because the program teachers were not enthusiastic and actually showed resistance, the idea of using Meeker's model was postponed.

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[1]Mary N. Meeker, The Structure of Intellect: Its Interpretation and Uses (Columbus, Ohio: Charles E. Merrill Publishing Company, 1969), p. 6.

[2]John C. Gowan, George D. Demos, and E. Paul Torrance, Creativity: Its Educational Implications (New York: John Wiley and Sons, Inc., 1967), p. 80.

The use of self-instructional programmed materials for gifted students was also investigated. D. J. Treffinger reported that individualized, self-directed learning may hold particular promise for intellectually and creative gifted students.[1] Research done through the Purdue Creativity Training Program with intermediate grade students using programmed creativity training materials, showed that experimental students attained significantly greater gains on verbal fluency. Using twenty-eight audio-taped stories and presentations, the research demonstrated that creative thinking abilities can be improved through self-instructional programmed materials for gifted and regular students.[2]

Although self-instructional programmed materials might be an answer for use in the regular classroom, neither the program teachers nor the performer of the practicum expressed an interest in using programmed and self-instructional materials with primary youngsters in a special class environment. Preferred were process-type materials, permitting interaction among students and between teacher and students, and enrichment materials based on interest units. Although programmed materials were ruled out for use in this practicum, their use with older students and their potential use with primary students

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[1] D. J. Treffinger, "Teaching for Self-Directed Learning: A Priority for the Gifted and Talented," Gifted Child Quarterly 19 (Winter 1975): 46-59.

[2] Jaclyn Huber, Donald Treffinger, and Dick Tracy, "Self-Instructional Use of Programmed Creativity-Training Materials with Gifted and Regular Students," Journal of Educational Psychology 71 (1979): 303-309.

is worthy of consideration. There should be a vast improvement in the quality and cost of the "soft ware" on the market; in turn, this should promote wider use of video-cassettes, computer-assisted programming, and so forth, for the future.

For several years, this writer has been particularly interested in the works of Jeseph S. Renzulli. Although his definition of the gifted student was not used in identifying students for this practicum, many educators agree with his three requirements for participation in a special program for the gifted: (1) above average ability, (2) task commitment, and (3) creativity. Renzulli says that it is the interaction among the three clusters that research has shown to be the necessary ingredient for creative/productive accomplishment.[1]

Renzulli introduced the Enrichment Triad Model as a guide for developing programs for the gifted and talented. Renzulli's model was based on several years of firsthand experience with a wide variety of programs for the gifted. He describes the three types of enrichment:

> Type I Enrichment--General Exploratory Activities: This consists of those experiences and activities that are designed to bring the learner into touch with the kinds of topics or areas of study in which he or she may have a sincere interest.
>
> Type II Enrichment--Group Training Activities: This consists of methods, materials and instructional techniques that are mainly concerned with the development of thinking and feeling processes.

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[1]Joseph S. Renzulli, "What Makes Giftedness: Reexamining a Definition," Phi Delta Kappan 60 (November 1978): 180-184, 261.

> Type III Enrichment--Individual and Small Group Investigation of Real Problems: This consists of activities in which the youngster becomes an actual investigator of a real problem or topic by using appropriate methods of inquiry.[1]

The program teachers for the practicum and the classroom teachers involved were given inservice training in Renzulli's identification and enrichment models. The mathematics materials, as well as the guidance activities, selected for the practicum programs, fit into Renzulli's Type II Enrichment category. Some Type III Enrichment activities were also considered in both mathematics and reading. Of course, the activities for the younger primary-grade students were developed only to the degree appropriate for the age of the child and were not the indepth projects indicated in Renzulli's Type III Enrichment category.

Seagoe (1972) gives a capsule summary of the literature findings in the following paragraph:

> Terman made a consistent plea for better educational opportunities for the gifted. Terman believed that a gifted student should participate at least some of the time with other gifted children in groups in which the teaching reflects his need for working with abstractions and developing independence. He should find enrichment in terms of his own interests and his own abilities, at the hands of specially trained teachers. He should meet a minimum of drill, routine, and structuring and a maximum of problem-solving, initiative, and independent planning. And he should have access to intensive counseling to make him aware of his

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[1]See Joseph S. Renzulli, "The Enrichment Triad Model (Part I)," Gifted Child Quarterly 20 (Fall 1976): 303-326; and Joseph S. Renzulli, "The Enrichment Triad Model (Part II)," Gifted Child Quarterly 21 (Summer 1977): 227-233.

> abilities and interests, to provide stimulation toward achievement; and to bolster the self-reliance that is essential in one who is different.[1]

Terman's thoughts were followed in selecting the course for this practicum.

Rationale for Strategy Selected

The strategy selected for this practicum placed the gifted students in a gifted program for four hours each week for a period of five months. The classes were composed of achieving and underachieving gifted students from six elementary schools and were taught by teachers experienced in teaching gifted primary students. It was believed that by placing the underachievers and students with problems in a classroom with achievers and good behavior models, the underachievers and behavior problems would be stimulated and motivated to achieve through contact and association with peer models. This strategy was also based on the belief that trained teachers, who had been successful in working with gifted students, operating in a special environment set up with specialized materials and equipment, were important to motivate the gifted students to be productive.

The second part of the strategy was to plan a program for the gifted student which would carry over into the student's regular classroom. The gifted teachers, the curriculum specialist at each school, the classroom teachers, and the

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[1]May V. Seagoe, "Terman and the Gifted," National Elementary Principal 51 (February 1972): 78.

guidance counselor, with parent involvement, developed a plan and program based upon the student's needs. This involved a special mathematics program, a personalized reading program, a counseling program, and special projects. Objectives for each student were jointly set by the above personnel. What happened after the gifted child returned to the regular classroom was considered important.

The third phase of the strategy selected was to provide counseling and training to the target students, their parents, and their teachers. Parents and teachers needed to understand the problems of the gifted child and to know how to best deal with these problems. Students who were shy and withdrawn, filled with guilt or internalized pressures, or overt behavior problems were scheduled to receive counseling from the guidance counselor.

The practicum intervened to help the gifted student who had problems by investing in counseling and a specially-designed educational program to save some of the talent that was currently being lost at both the elementary and secondary levels. Intervention in the primary grades seemed to have the best chance for success.

Concerns About the Strategy Selected

The classroom teachers could, conceivably, be reluctant to encourage underachieving gifted students to attend the special classes. It was feared that some teachers would

feel that the child who did not complete his regular classroom assignments did not deserve the privilege of attending a special program. Another concern was that the classroom teacher might feel that the gifted student would get further behind in his studies if he spent four hours out of the classroom each week. In order for the program to succeed, the understanding and support of the classroom teacher and cooperation between the gifted teachers and the classroom teachers were necessary elements.

CHAPTER V

Process Objectives

Objective 1

At least 80 percent of the target students will attend and complete the twenty weeks of instruction in the special program for gifted primary students held at Morgan Woods School, October 1978-March 1979, and will meet the objectives contained within each lesson in a satisfactory manner as measured by records of attendance, objectives assigned, and objectives met, maintained on each student by the special teachers for gifted.

Objective 2

An individual education plan (IEP) will be written and maintained for each target student. Parents, classroom teachers, and special teachers will have input into the planning and implementation of the plans as evidenced by the written plans, dates, notations, and signatures of the three parties.

Objective 3

The two special teachers for the gifted will implement the special programs in reading, mathematics, and guidance as specified in the IEP as evidenced by at least a 70 percent agreement on the Gifted Observation Scale (GOS) that the desired plans do in fact exist and are implemented as planned.[1]

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[1]Appendix J contains a copy of the observation scale.

Objective 4

The parents of at least 80 percent of the students will attend at least one of the meetings or workshops scheduled , and 75 percent of the parents in attendance will rate the workshop or meeting with a score of 3 on a scale of 1 to 5, 5 being high and 1 being low.[1]

Objective 5

At least 80 percent of the classroom teachers of the target students will participate in an all-day workshop focusing on understanding and working with the gifted student in the classroom, and 75 percent of those attending the workshop will rate the workshop with a 3 or better score using the Hillsborough County Inservice Evaluation Summary.[2]

Objective 6

All of the target students will receive a minimum of four hours of counseling with the guidance counselor. In addition, students identified as behavior problems will receive 30 minutes of counseling each week with the guidance counselor, as recorded in the counselor's log. Students will rate the counseling sessions as (1) not helpful, (2) of little help, (3) undecided, (4) helpful, (5) very helpful, in solving their individual problems with the sessions receiving a score of 4 or better.[3]

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[1]Appendix K has a copy of the workshop evaluation.

[2]Appendix L contains a copy of the form.

[3]Appendix M contains a copy of the student rating form.

CHAPTER VI

IMPLEMENTATION OF THE PRACTICUM

In carrying out the practicum, the following steps were taken:

1. During the spring 1978, students in grades K-2 were screened for the gifted program and recommended for psychological testing.

2. In June and July 1978, psychological tests (WISC-R) were administered to the students placed in grades 2 and 3 for the school year 1978-79 and who had been screened for the gifted program. Students going into first grade were not tested until September 1978.

3. In September 1978, the target students were identified, and parents and classroom teachers were notified. An orientation meeting with classroom teachers and other professionals involved in the program was held. The facility for the primary learning center was set up in the Exceptional Child Suite at Morgan Woods School.

4. In October 1978, parents and target students attended an orientation meeting at the primary learning center at Morgan Woods School.

5. In October 1978, base-line data were collected, including behavior observations and self-concept scales. Conferences were held with the parents and target students to set the student objectives and to write the individual education plan (IEP) for each student.

6. On October 16, 1978, the programs for the target students were fully implemented. The programs included reading, mathematics, and counseling.

7. On January 22, 1979, a full-day workshop focusing on the gifted child was attended by teachers and other professionals involved in the program.

8. In February 1979, the parents of the target students attended a workshop and visited the program at the primary learning center.

9. During March 19-30, 1979, the target students were administered the WRAT Reading and Mathematics Subtests and the Piers-Harris Children's Self Concept Scale. Classroom teachers maintained observation data on students identified as having behavior problems. Parent, student, and teacher evaluative surveys were distributed. All data were collected.

10. The practicum officially ended on March 30, 1979.

The remainder of this chapter elaborates on the above steps.

Preparation

The plans for the program for the gifted underachiever/behavior-problem students began to take shape in December 1977 after this writer met with the other five principals in the Town and Country area. Planning and approval was necessary in order to obtain the additional services of trained personnel for the program. Permission was granted by the Director of Exceptional Child Services to move ahead with the plans for the program. On July 10, 1978, the writer presented the program to the members of the Superintendent's Educational Management Group for final action prior to aquiring School Board approval. Because the program involved several schools and because it was to be a pilot program for Hillsborough County, School Board approval was required. A summary report of the meeting of the Superintendent's Educational Management Group (SEMG) is included

in appendix N. Coordination with the Director of Student Services and the Supervisor of School Psychologists assured that the necessary psychological testing would be accomplished during the summer months.

Identification of Target Students

Target students were selected from six elementary schools to participate in the program. In order to qualify for the program, the student had to meet the Florida and Hillsborough County criteria for the "gifted" and also had to be either an underachiever in reading or mathematics and/or be identified as a behavior problem. Students were screened at each school and recommended for psychological testing.

County criteria for gifted students. To meet criteria established by the district and thereby earn state funding (Florida Education Finance Program--FEFP), the students needed to score 130 $\pm$ 3 on an individually-administered standardized test of intelligence (WISC-R)[1], administered by a certified psychologist. The process involved the classroom teacher's completing a checklist of behaviors (Appendix D), the curriculum specialist's administering the Slosson Intelligence Test (SIT)[2] for screening, and the psychologist's administering the WISC-R.[3] A copy of the District procedures is given in appendix O.

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[1]David Wechsler, Wechsler Intelligence Scale for Children, Revised (WISC-R) (New York, N.Y.: Psychological Corporation, 1974).

[2]Richard L. Slosson, Slosson Intelligence Test (SIT) for Children and Adults, 1963 Edition (East Aurora, N.Y.: Slosson Educational Publications, 1963).

[3]Ibid.

Identifying the underachiever. The gifted student, identified by the above district criteria, who was succeeding in school was not the target of this practicum. For this practicum, the gifted student had to be identified as underachieving in reading or mathematics. Scores on the Wide Range Achievement Test (WRAT)[1], administered to all gifted primary students in September 1979, were used to determine if the students were achieving up to their abilities. Actual subtest scores in reading and mathematics were matched with anticipated (expected) scores to determine the discrepancy between entry achievement and expected achievement levels. Conversion tables in the WRAT Manual were used.[2] Students achieving at least six months (.6) below the anticipated scores in reading and/or at least one year (1.0) below the anticipated scores in mathematics were identified as target students for the program. For example:

Student	Age	WISC-R IQ	WRAT SCORE Grade Level		ANTICIPATED WRAT SCORE		DIFFERENCE	
			Read	Math	Read	Math	Read	Math
A	8-0	129	4.8	3.9	5.8	5.8	-1.0	-1.9

Student A was underachieving in reading and in mathematics at the present time by 1.0 and 1.9 years respectively, and thus qualified for the special programs in reading and in mathematics. Eleven students were identified as underachieving in reading and seventeen in mathematics. Students identified for the program are shown in Tables 5 and 6.

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[1]Ibid.

[2]J. F. Jastak and S. R. Jastak, The Wide Range Achievement Test, Manual of Instructions, Revised Edition 1965 (Wilmington, Delaware: Guidance Associates of Delaware, 1965): 40-51.

TABLE 5

IDENTIFICATION OF TARGET STUDENTS
UNDERACHIEVING IN READING

Column 1	Column 2	Column 3	Column 4	Column 5
Student Identification Number	Entry Reading Score (WRAT) October 1979	WISC Score	Anticipated Score in Reading Based on WISC-WRAT Predictors October 1979	Difference Between Entry Score and Anticipated Score
1	1.5	138	2.8	1.3
18	3.0	145	4.2	1.2
3	3.1	128	4.1	1.0
4	3.2	131	4.3	1.1
5	2.8	126	3.9	1.1
6	3.4	127	4.0	.6
7	4.3	140	4.9	..6
8	2.6	135	5.0	2.4
9	4.1	127	4.7	.6
10	3.9	129	4.9	1.0
11	3.5	130	4.2	.7

Note: Column 5 represents the difference between the student's actual entry score and the predicted score as obtained from the WISC-WRAT conversion tables in the WRAT Manual. A deficiency of six months (.6) or more was needed in order for the student to qualify for the program. Scores in Columns 2 and 4 indicate grade levels.

TABLE 6

IDENTIFICATION OF TARGET STUDENTS
UNDERACHIEVING IN MATHEMATICS
October 1978

Column 1	Column 2	Column 3	Column 4	Column 5
Student Identification Number	Entry Math Score (WRAT) October 1978	WISC Score	Anticipated Math Score Based on WISC-WRAT Predictors October 1979	Difference Between Entry Score and Anticipated Score
1	1.5	138	2.8	1.3
2	3.2	133	4.4	1.2
3	2.7	128	4.1	1.4
4	2.6	131	4.3	1.7
5	2.7	126	3.9	1.2
6	2.8	127	4.0	1.2
7	3.9	140	4.9	1.0
8	3.6	135	5.3	1.7
9	2.6	127	4.7	2.1
10	3.9	129	4.9	1.0
11	2.6	130	4.2	1.6
12	4.2	127	5.7	1.5
13	4.5	141	5.8	1.3
14	3.6	138	5.6	2.0
15	3.0	127	5.7	2.7
16	2.4	126	5.6	3.2
17	2.8	131	4.3	1.5

Note: Column 5 represents the difference between the student's actual entry score and the predicted score as obtained from the conversion tables (WISC-WRAT) in the WRAT Manual. A deficiency of one year (1.0) or more was needed in order for the student to qualify for the program. Scores in Columns 2 and 4 indicate grade levels.

Identifying the behavior problems. Students referred to the gifted programs were checked by the classroom teachers using the district's identification checklist.[1] Those gifted students who received at least two negative checks on the following behaviors appearing on the district's checklist were identified as behavior problems and considered for participation in this practicum:

_____has leadership qualities: is able to influence others toward desirable and undesirable goals

_____fools around a lot, with whatever is at hand

_____has much energy, which gets him into trouble at times

_____likes to work alone

_____an able student, but also the biggest nuisance

_____seems able, but lacks self-confidence

_____seems unable to stick to a task

Fifteen target students were identified for the program as shown in Table 7.

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[1]Appendix D contains a copy of the checklist.

TABLE 7

TARGET STUDENTS WITH BEHAVIOR PROBLEMS
AS CHECKED BY CLASSROOM TEACHERS
October 1978

Student Identification Number	Behaviors* A	B	C	D	E	F	G	Comments by Classroom Teachers
1		x			x		x	Lacks social and academic skills; negative behavior.
3	x	x	x					Overt behavior problem. Lacks self-confidence.
4		x	x			x		Overt behavior problem. Bothers others.
6		x	x		x	x	x	Lacks social skills. Overt behavior problems.
7		x	x				x	Does not complete assignments. Wastes time.
8		x	x			x		Lacks self-confidence.
14	x		x					Poor attitude.
15		x	x					Loud and active.
16	x	x	x				x	Very active. Leader.
19				x		x		Quiet; extremely sensitive.
20		x					x	Non-conformist. Bored with school work.
21				x		x		Small stature. Strives for perfection.
22				x		x		Strives for perfection.
23					x	x	x	Cries easily.
24				x		x		Withdrawn behavior; a loner.

*Key to Behaviors:

A. Has leadership qualities: is able to influence others toward undesirable goals.
B. Fools around a lot, with whatever is at hand.
C. Has much energy, which gets him into trouble at times.
D. Likes to work alone.
E. An able student, but the biggest nuisance.
F. Seems able, but lacks self-confidence.
G. Seems unable to stick to a task.

Problems encountered in identification of target students. The identification of students for the practicum was hampered by the lack of aptitude test results on primary students. Because of the district's testing policy, group aptitude scores were unavailable in the school district until the end of the third grade. Although achievement scores were available at the end of first grade, comparison of a child's achievement with his ability could not be made until a child was ready for fourth grade without special testing. Individual intelligence testing was very time-consuming and required the services of psychologists who were reluctant to test too early in the child's life because of uncertain test validity and the professional belief that discrepancy between ability and achievement does not manifest itself widely in test scores for primary students, but begins to spread around the fourth grade. In spite of this obstacle, the primary student remained the focus of this practicum largely because of the writer's belief in providing necessary aid to the students, parents, and teachers at the earliest possible time.

Every effort was made to be certain that no student was left out of the program because of race, culture, or bias. Every student recommended by the teachers or parents was screened for the gifted program. Less than half the number of students tested qualified for the program. Every primary student in the six schools was initially considered as potentially qualifying for the program.

Collection of Base-Line Data

Measurement of the progress made by the target students during the five-month practicum meant collecting certain base-line data during the first two weeks in October 1978.

Achievement and ability test scores. Entry data on achievement and intelligence were already on record since this information was used for the identification of the target students. Each student had been administered the WISC-R[1] to measure ability and the WRAT Reading and Mathematics Subtests[2] to measure achievement.

Observation records of student behaviors. The classroom teachers maintained an observation scale on each target student during the first two weeks in October.[3] The teacher listed observable behaviors exhibited by the target student and maintained a record, listing the date, specific behavior, frequency, and duration of the behavior. These completed observation scales were collected by the writer at the end of the two-weeks period and were reviewed with the guidance counselor. Knowledge of the observed behaviors were used by the counselor to plan a personalized program for the target student.

Student self-concept scale. During the first week in October, the Piers-Harris Children's Self Concept Scale (The Way I Feel About Myself)[4] was administered to all of the target

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[1]Ibid.

[2]Ibid.

[3]A copy of the observation scale is in appendix E.

[4]Ellen V. Piers and Dale B. Harris, The Piers-Harris Children's Self-Concept Scale (Nashville, Tenn.: Counselor Recordings and Tests, 1969).

students. Testing of small groups of students was conducted by the guidance counselor and curriculum specialist at Morgan Woods School.

Orientation Meetings

Initiating a program involving students, parents, and teachers from six schools required orientation sessions for all groups. Meetings to explain the program, to establish interest and support, and to address any concerns were held prior to the launching of the program. These meetings are described below:

Teacher orientation meeting. In September 1978, the District Supervisor for Gifted Programs, the two special teachers for the gifted, the principals, classroom teachers, guidance counselors, and curriculum specialists from five participating schools met at Morgan Woods School to discuss the practicum and become familiar with their roles in implementing and evaluating it. The purpose of the meeting was (1) to establish lines of communication among all of the above; (2) to present the practicum program, including goals, in detail; (3) to establish methods and procedures for collecting evaluative data; and, (4) to promote general support for the program and allay any fears. The meeting was attended by the professionals from five of the six schools. A special presentation was made to the sixth school on the following day.

Parent orientation meeting. Invitations were mailed to the parents of the target students from the six schools to attend a meeting at Morgan Woods School on October 5, 1978. The meeting was attended by thirty-six parents.

The District Supervisor for Gifted Programs and the two special teachers presented a workshop designed to help parents understand the problems of the gifted child, understand the capabilities of the gifted, and learn ways of motivating the students to achieve at their potential. This writer presented the practicum program, its goals and plans. Parents were scheduled for individual conferences to write or agree on the individual educational plan (IEP) for their child. The meeting ended with a question-and-answer session and a tour of the learning center. Necessary permission slips, transportation arrangements, emergency information, and school procedures were completed at this meeting.[1] As will be shown in detail in Chapter X, the parents gave the orientation workshop a satisfactory rating.

Student orientation meeting. During the second week in October, students were invited to visit the Primary Learning Center at Morgan Woods School to meet the teachers and see the facilities. Parents and teachers were invited to accompany the students. The meeting was an informal "open house" with refreshments. All of the target students attended the meeting.

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[1]Copies of these forms are in appendix P.

Setting Up the Primary Learning Center

The primary learning center serving the six schools was housed in the exceptional-child suite at Morgan Woods School. The facilities were new, air-conditioned, and carpeted. A kitchen, two sinks, and bathroom were a part of the suite. The suite had folding walls which divided the space into three sections. This permitted three classes or activities to operate concurrently.

Expendable materials and supplies for the program were provided by each of the six schools on a pro-rata basis. Special materials, such as reading and mathematics laboratories, kits, books, filmstrips, records, and so forth, were provided by Morgan Woods School and the district's central learning center. Testing materials were supplied by the district's Exceptional Child Department. There appeared to be no shortage of materials or equipment during the execution of the program.

The curriculum specialist at Morgan Woods and the special teachers for the gifted were responsible for setting up the room and having the materials ready for the students when they arrived on October 16, 1978.

Student Objectives: Writing the Individual Educational Plan (IEP)

By the end of October 1978, each student had an individual educational plan. The classroom teacher and/or teacher for the gifted, the parents and students, the guidance counselor, the curriculum specialist, and this writer met in a conference during October to write a plan for the student. The objectives were

set, based on available information. Anticipated scores for March 1979 (after the five-month program) were established using the WRAT/WISC-R Conversion Tables[1] and further adjusted by such factors as: entry scores, home environment, nutrition, speech problems, physical disabilities, learning disabilities, and emotional problems. The plans were signed by those present at the conference. A sample plan (IEP) has been placed in appendix Q.

The Program in Action

All of the primary gifted students from the six elementary schools, including the target students (underachievers in reading or mathematics and/or behavior problems), attended special classes for the gifted on Wednesdays and Thursdays, 11:30 A.M.-1:30 P.M., at Morgan Woods School. Parents were responsible for providing transportation to and from the center. Car pools were formed to assist the parents with transportation. The parents willingly cooperated to provide transportation.

At the learning center, the gifted students were grouped to mix students from the six schools. Underachievers and students with behavior problems were placed heterogeneously in classes with achievers and behavior "models." Four groups of students were formed with four instructors available--two special teachers for the gifted provided by the district, the curriculum specialist at Morgan Woods School, and the guidance counselor at Morgan Woods. The librarian at Morgan Woods was also available for support. Students rotated to receive instruction from all teachers at

least once a week. Every student participated in reading, mathematics, and/or the guidance program. The amount of time spent in each subject area was adjusted to meet the objectives of the student. In the area(s) of their deficiencies, the students were ordinarily scheduled for two hours per week--one hour per day. The reading, mathematics, and guidance programs are discussed in Chapters VII, VIII, and IX.

Gifted Workshop for Teachers--January 1979. A full-day workshop for classroom teachers of target students, and for other teachers in the cluster schools who wished to attend, was held on January 22, 1979, at Morgan Woods School. Linda Addison, Graduate Assistant at the University of South Florida, served as consultant for the workshop. Linda Addison was highly recommended by the district's supervisory staff and by several local principals. She was paid a consultant's fee of one hundred dollars for conducting the workshop. Twenty-one of the 24 classroom teachers of the target students attended the workshop along with 20 additional teachers who voiced an interest in helping the gifted student. The agenda for the January workshop was:

SOME NEW TRENDS IN GIFTED EDUCATION

I. NEW DEFINITIONS OF GIFTED
   A. USOE Definition
   B. Renzulli's Three-Ring Definition
   C. Florida's Definition

II. NEW PROGRAMMING IDEAS FOR GIFTED
   A. Mini-Units to Meet Various Definitions
   B. Renzulli's Enrichment Triad Model
   C. Individualized Programs and the IEP

III. APPLYING THE IDEAS--DEVELOPING AN INDIVIDUAL PROGRAM
   A. Gathering the Information
   B. Analyzing and Summarizing the Information
   C. Prescribing a Program

IV. WINDING IT UP
   A. Questions and/or Additional Thoughts
   B. Browsing of Material

The workshop was well-received by the teachers and was rated high on the Inservice Evaluation Summary completed at the end of the session. (Evaluation results are given in Chapter X).

Second Meeting for Parents--February 1979. A second meeting for parents was held in February 1979 at Morgan Woods School with the parents of sixteen target students in attendance. At this meeting, the teachers and the parents met for thirty minutes to discuss the program and answer questions. During the last half hour, the students performed for their parents. A creative drama, a reading of creative poetry and prose, and readings of excerpts from personalized reading were presented. The parents praised the teachers and program and rated the meeting as satisfactory.

Monitoring the Practicum

The program for the target students was closely monitored weekly by this writer. Since this was a pilot program approved by the district for the six schools, periodic observations were made by the district's central staff, the Director of Exceptional Children, the Supervisor of Gifted Programs, the Supervisor of Elementary Mathematics, and by the principals

and curriculum specialists from the participating schools. Frequent feedback from parents and teachers was sought during the extent of the practicum. Several informative letters were mailed to the parents throughout the five months in an effort to maintain communication. Copies of the letters are in appendix R.

The time-line established for the practicum was followed.

Collection of Post-Data

The last two weeks in March 1979 were spent administering posttests, post-scales, and observation-scales. The classroom teachers completed the two-weeks observation scale[1] on student behaviors; the guidance counselor administered the Piers-Harris Children's Self Concept Scale[2] to each target student; and the curriculum specialist administered the WRAT Subtests in Reading and Mathematics[3] to the target students.

Parent Evaluations,[4] Classroom Teacher Evaluations,[5] and Student Evaluations[6] of the Primary Gifted Program were mailed to those involved with a request to respond within a week.

All post-data were collected and placed with base-line data for comparison and study. The results are discussed in Chapters X and XI.

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[1]Appendix E has a copy of the observation scale.

[2]Appendix F has a copy of the self concept scale.

[3]Appendix C has a copy of the WRAT.

[4]Appendix H has a copy of the parent evaluation.

[5]Appendix I has a copy of the teacher evaluation.

[6]Appendix G has a copy of the student evaluation.

CHAPTER VII

THE READING PROGRAM

The instructional program for the eleven students identified as underachievers in reading was personalized. Each student worked on certain deficit skills, identified by assessment records from the countywide adopted Holt Reading Program,[1] and participated in extension and enrichment activities. In their regular classrooms, the students received daily instruction in reading using the Holt Program. The gifted program teachers reviewed and extended the classroom skills with the target students and then engaged the students in enrichment activities. The special teachers for the gifted did not limit their reading resources to Holt but brought additional activities to motivate the students to read. They developed activities around interest themes, such as the unit themes in Holt, and integrated the skills and enrichment activities with the themes. The librarian at Morgan Woods School provided a personalized reading program.

The Holt Reading Program[2] was divided into four components (reading skills, literary skills, reinforcement and extension activities, and enrichment) with the classroom teacher assuming the major responsibility for the initial instruction of skills. The teachers for the gifted concentrated

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[1] Eldonna L. Evertts, Lyman C. Hunt, and Bernard J. Weiss, The Holt Basic Reading System, 2nd ed. (New York, N.Y.: Holt, Rinehart and Winston, Inc., 1977).

[2] Ibid.

on the last two phases of the Holt Program: individual reinforcement and extension of skills, and enrichment activities. The librarian emphasized literature by encountering an entire work: its vocabulary, details, sequence, and general structure (characters, setting, and plot). The main thrust of the gifted program was to provide individual reinforcement, extension, and enrichment.

Materials and Unit Themes

Materials provided by the Holt Basic Reading System[1] and utilized in the program were:

Student Textbook and Teacher Edition
*Index of Skills and Materials in the Primary Grades
Skills Practice Sheets (Duplicating Masters)
*Satellite Paperbacks
*Holt Language Extender Kits (Cassettes and Records)
Management Program
Unit Tests and Level Tests
*Prescription Exercises (Duplicating Masters)
Pretests (Duplicating Masters)

Above materials preceded by an asterisk were used by the teachers in the gifted program. The other listed materials were used predominently by the classroom teachers. Teacher-developed materials and library resources were used additionally.

In selecting the unit themes for the gifted program, the emotional needs and varied backgrounds of the students were most important. The themes around which the enrichment program

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[1]Ibid.

was developed included the following unit themes from Holt:

1. Traditional tales from many lands, including folk-tales, fairy tales, and legends
2. Science fiction
3. Ecology and conservation
4. Pictorial art essays
5. Poetry selections
6. Music, plays, and stories about the fine arts
7. Contempory peer-group stories from our own and other lands
8. Biographies of famous people
9. Nature study
10. Oceanography

Each unit ran for approximately two weeks (four class sessions). The skills of communication and expression were developed during the activity periods. Opportunities for creative expression were provided.

Student Placement and Daily Schedule

Each target student was administered the Holt Placement Test by the classroom teacher to determine the appropriate level for the student in the Holt Reading System. Unit pre-tests were also given to determine the weaknesses and strengths of each of the students for the skills to be covered in the unit. A folder was maintained for each student containing individual progress checklists with a check-off system for skills which had been mastered, needed to be reviewed, or needed reteaching.

This folder accompanied the student to and from the gifted center and a copy was available to the gifted teachers and librarian for planning purposes.

A typical day at the gifted center consisted of a minimum of one-hour of reading instruction for the gifted underachiever in reading:

Reinforcement and Extension of Skills (10-20 minutes). Each student received individual help on the reinforcement of skills--skills checked as needing to be reviewed or retaught on the student's progress chart. Task cards containing assignments for the individual to complete were ready when the student entered the room. The learning center teachers moved from individual to individual giving assistance and checking progress. Ad hoc groups were formed as needed.

Personalized Reading and Literary Skill Development (10-20 minutes). Each student met with the librarian to select, read, and discuss literary works. Half of the works selected focused on fables, chosen for their value-oriented content. These were read aloud and discussed extensively. The dialogue focused on personal opinions, evaluation, and comparisons and contrasts with the literature and/or common situations. The second portion of the library-based program utilized a pre-selected set of library books chosen to honor individual and student interests. These were read independently and discussed individually. The student then summarized his reactions to the

literature in a written paragraph. Short-term books and responses seemed both appropriate and encouraging for the underachiever.

Enrichment Activities (20-40 minutes). Enrichment activities, based on the unit themes from the Holt Basic Reading System,[1] involved the students in producing or creating. This was the part of the total reading program that motivated the gifted child but due to shortage of time was usually passed over by the classroom teacher. Activities as creative writing, drama, poetry writing, art, and so forth, were used to enrich, reinforce, and extend the reading skills. For enrichment activities, the underachievers were grouped with achieving students heterogeneously with the belief that children learn much from other children.

Evaluation

As with any type of teaching-learning situation, far more important than the method itself is the teacher. The gifted program started with creative, perceptive teachers who believed that children wanted to learn, who thought with the children and not for them, and who worked with the students in orderly but not rigid ways. The classroom teacher was also an important part of the program as her cooperation was vital. Perhaps the success of the program may be partially credited to the close communication and joint effort by the classroom

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[1] Ibid.

teacher and the gifted-program teachers and to the selection of familiar countywide adopted materials as the basic materials for the skills program. The individual contact and personal relationships developed between the students and the teachers were certainly important to the success of the program. Other factors playing an important part in the success of the program were the special teaching techniques employed by the teachers, the unit activities based on student-interest, the personalized reading program, and the general excitement of coming to a special program.

The evaluation of the program was made in a variety of ways. Essentially, it used test results, checklists of skills mastered, records of books read by each student, and measures of attitudes of parents and students toward the program. Evaluation results are presented in Chapter XI.

CHAPTER VIII

THE MATHEMATICS PROGRAM

The basic program used for the mathematics instruction for the gifted underachievers in mathematics was Developing Mathematical Processes (DMP).[1] The DMP program was developed by the Wisconsin Research and Development Center for Cognitive Learning and was highly recommended for the practicum by the Elementary Supervisor for Mathematics, Hillsborough County Schools. DMP (Topics 1 - 52) was selected and purchased especially for use in the primary gifted program.

Essentially, Developing Mathematical Processes is a program geared to the individual child's needs, abilities, and interests. The student develops the mathematical processes needed to solve a wide variety of problems in an independent manner. A management system and the necessary assessment materials are provided so that each child can be assessed and grouped with others who are ready for the same objectives. DMP also provides a wide variety of activities for individual interests. Students are encouraged to interact with each other and individualization occurs within an activity, even in large group settings. DMP also stresses the importance of children

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[1] Wisconsin Research and Development Center for Cognitive Learning, Developing Mathematical Processes (Chicago, Ill.: Rand McNally and Company, 1975).

learning how to work and solve problems with others in a variety of situations. Many of the gifted students, needing social experiences, were freed from the stereotyped pencil-and-paper computation classes conducted in many of the regular classrooms.

The goal of DMP is to broaden the scope of problems children can solve and to gradually extend their world to include more and more of the world of mathematics. The content of DMP is much the same as other mathematics programs--the arithmetic of rational numbers and an informal introduction to geometry and to statistics covering: addition and subtraction, whole numbers, geometry, multiplication and division, problem solving, measurement, statistics, fractions, and integers.

The instructional materials used in the gifted classes included four categories of kits: Teacher Materials Kit, Printed Materials Kit, Student Materials Kit, and Physical Materials Kit. A teacher's guide was provided for each topic. A Resource Manual provided a detailed description of the program.

For mathematics instruction, the target students were divided into two groups. First and second grade students were placed in one group and the third graders in another. The students received instruction two days each week for twenty weeks. The lesson format consisted of the group's working together as they studied a general topic with individualization

taking place within the topic and activity. During the twenty weeks of instruction, eleven topics were taught to the first and second graders (Group I) and ten topics to the third graders (Group II). The suggested procedures in the manual were followed very closely. DMP, built around specific objectives, provided for pre-assessment and post-assessment using topic inventories and/or observations. The management system and assessment materials were used as recommended. A description of the topics taught is included in appendix S.

The topics for each group were taught according to the following schedule:

Month 1978-79	Topics Taught Group I	Topics Taught Group II
October	Topics 30, 31	Topics 41, 42
November	Topics 32, 33	Topics 43, 45
December	Topics 34, 35	Topics 46, 47
January	Topics 36, 37	Topics 49, 50
February	Topics 38, 39	Topics 51, 52
March	Topic 40	Topic 52 (continued)

Although DMP provided the type of activity learning in mathematics that motivated the gifted students underachieving in mathematics, there were some drawbacks to using an unfamiliar program. DMP was unfamiliar to the instructor, and also to the students and classroom teachers in the majority of participating schools--making followup in the classroom

difficult. DMP required a great deal of planning and preparation by the instructor. In the school year 1979-80, DMP materials will be piloted in regular classrooms at Morgan Woods School in a search for an alternate program for the computation-based program now in adoption in the school district. Teacher familiarity with DMP should help diminish the problem of classroom followup in the future.

A judgment error was made in the selection of topics to be used in the program. After the gifted program began, it was discovered that the program ordered (Topics 41-65) was too difficult for the first and second graders (Group I). Fortunately, a neighboring school was able to lend a set of materials covering Topics 1-40, DMP. Another problem, encountered in the evaluation of the mathematics instruction, was that the WRAT, Mathematics Subtest[1] measured only computation whereas DMP had concentrated on a broader field of mathematics. Even though the students were successful on the assessment testing provided in DMP, some of the students did not reach their anticipated objectives as measured by the WRAT.[2]

DMP was a program that definitely appealed to the gifted student. It challenged the student's thinking and creativity. The students appeared to be enthusiastic about mathematics. Their evaluations of the program requested more mathematics!

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[1] J. F. Jastak, S. W. Byron, and S. R. Jastak, Wide Range Achievement Test (WRAT), Level 1 (Wilmington, Delaware: Guidance Associates of Delaware, Inc., 1976).

[2] Ibid.

CHAPTER IX

THE GUIDANCE PROGRAM

The guidance program attempted to help each of the target students develop a better awareness of self and a better self-concept. The program consisted of four hours of large group counseling for all twenty-four target students and an additional weekly thirty-minute individual or small group counseling session for those fifteen students identified as having behavior problems.

Large Group Counseling

The 24 target students were divided into two groups of 12 for the large group counseling. They were instructed and/or counseled by the guidance counselor at Morgan Woods School for four one-hour sessions. The main objective of the sessions was to help the students understand and accept themselves and to feel free to be themselves and use their talents to become what they wanted to be.

The four guidance sessions were developed utilizing several published programs:

Session One. Two themes from Developing Understanding of Self and Others (DUSO D-1) by Don Dinkmeyer,[1] served as the basic material for the first session. The two themes were:

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[1]Don Dinkmeyer, Developing Understanding of Self and Others (Circle Pines, Minn.: American Guidance Service, Inc., 1970).

Understanding and Accepting Self and Understanding Mastery, Competence, and Resourcefulness. The filmstrips and activities provided in the program were utilized. DUSO is a program of activities, with an accompanying kit of materials, designed to help primary children better understand social-emotional behavior.[1] The total DUSO program is organized around eight major themes: Understanding and Accepting Self; Understanding Feelings; Understanding Others; Understanding Independence; Understanding Goals and Purposeful Behavior; Understanding Mastery, Competence, and Resourcefulness; Understanding Emotional Maturity; and Understanding Choices and Consequences. A description of each theme or unit has been presented in appendix T.

Session Two. Adventures in Self-Awareness: The Me I Can Be[2] served as the basic material for the second counseling session. The general objectives were to help the students become aware of themselves and their values, to help the students become aware of and respect the values of others, to promote a sense of self-worth and dignity, and to bring about an awareness of the decision-making process. Six filmstrips were provided in The Me I Can Be series. The first and second filmstrips, "People on Parade" and "The Hunt for Special Talents," were viewed during the second session. These focused on

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[1]Don Dinkmeyer, Developing Understanding of Self and Others Manual DUSO D-1 (Circle Pines, Minn.: American Guidance Service, Inc., 1970), p. 7.

[2]Adventures in Self-Awareness: The Me I Can Be (Chicago, Ill.: Society for Visual Education, Inc., 1976).

individual characteristics, interests, talents, and skills that make people unique, important, and worthy of respect. Complementary activities, suggested in the filmstrips, were used to reinforce the concepts presented in the filmstrips. The activity cards emphasized recognizing and appreciating the unique characteristics of individuals. Experiences in the process of value clarification encouraged students to decide for themselves what they would do in given situations. The activity, Scavenger Hunt, following the filmstrip, "The Hunt for Special Talents," was effective in reinforcing the objectives.

Session Three. Free to Be...You and Me,[1] a multi-media module including six sound filmstrips centering on the themes of independence, friendship and cooperation, and expectations, was used for the third session. The basic message of the program was to feel free to be who you are and to become what you want to be. The first filmstrip in the series, "Independence No. 1," was shown and followed by a game, "Smiles and Tears," to encourage the students to verbalize emotions. The game was suggested in the module as a followup activity with full directions in the accompanying guide. Every student was an active participant in the activity.

Session Four. Disco for Kids[2] was used not only to develop motor skills but mainly to promote an awareness of learning how to relax, to encourage shy children to participate

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[1] Free to Be...You and Me (New York, N.Y.: McGraw-Hill, Inc., 1975).

[2] Georgiana Liccione Stewart, Disco for Kids (Long Branch, N.J.: Kimbo Educational, 1977).

in group activities, and to provide an opportunity for creative expression. Disco for Kids, an exercise album for children, gave the students an opportunity to experience that physical expression can be fun and relaxing. Pictorial directions for the exercises are provided in the manual. The guidance counselor, experienced in teaching disco dancing, was able to generate an atmoshpere of relaxed learning for the disco session. The students, as shown in their evaluations, really enjoyed the disco session.

Individual Counseling

For the fifteen students identified as having behavior problems, thirty-minute weekly counseling sessions were held for a total of twenty sessions. Students were counseled in small groups (2 to 4 students) or individually, with the counseling personalized to the needs of the students as identified by the classroom teachers or parents. Counseling was geared to help the shy or withdrawn, the overly-aggressive, the poor sport, the daydreamer, and so forth. The guidance counselor encouraged the students, during the discussions and related activities, to analyze and understand their behavior, to discuss values, and to express alternative ways of solving problems. Activities such as art work, clay modeling, creative dramatics, role playing, and creative writing were a part of the counseling periods. The periods provided opportunities for the students to initiate behavior change. The guidance counselor and classroom teachers followed up the sessions with individual praise and/or reward systems to reinforce the

desirable behaviors. Close communication between the classroom teacher and guidance counselor was maintained. A close rapport was also established between the guidance counselor and the students. The guidance counselor remained highly visible with almost-daily contact with the students.

CHAPTER X

PROCESS EVALUATION

Six process objectives were established to evaluate the implementation of the practicum. These objectives appeared originally on pages 27-28 of this report but are repeated below for the convenience of the reader.

Objective 1

At least 80 percent of the target students will attend and complete the twenty weeks of instruction in the special program for gifted primary students held at Morgan Woods School, October 1978-March 1979, and will meet the objectives contained within each lesson in a satisfactory manner as measured by records of attendance and objectives assigned and met, maintained on each student by the special teachers for the gifted.

Evaluation. Attendance records, maintained daily by the special teachers and filed in the Morgan Woods School office, showed that all students who entered the program in October 1978 completed the twenty weeks of instruction with the exception of student number 5, who moved out of the district. The average daily attendance was high with only twelve scattered absences among the 24 students during the entire five months.

The counselor and the reading and mathematics teachers maintained a daily check sheet recording task completion by each student. Tasks were based on objectives assigned and objectives were considered met if the task had been satis-

factorily completed. Only two students had repeated difficulty in settling down and completing assignments. These two students took several weeks to adjust to the new environment and expectations. Ninety-six percent (23 out of 24) of the students who enrolled in the program completed the five-month program. One student moved out of the district. Ninety-one percent (22 students) met the daily objectives consistently. Process Objective 1, calling for 80 percent of the students to complete the program and meet the objectives, was satisfactorily met.

Objective 2

An individual educational plan (IEP) will be written and maintained for each target student. Parents, classroom teachers, and special teachers will have input into the planning as evidenced by the written plans, dates, notations, and signatures of the three parties.

Evaluation. State and district procedures require that an individual educational plan (IEP) be written for each student enrolled in an exceptional program. The plan must be available for audit. This requirment was met as evidenced by copies of the plans maintained by the special teachers and those filed for audit. In October 1978, the special teachers for the gifted, the psychologist, the curriculum specialist, guidance counselor, principal, parents and students met to establish the student objectives and approve the IEP. Each person in attendance initialed or signed the IEP. Process Objective 2 was met.

Objective 3

The two special teachers for the gifted will implement the special programs as specified in the individual student's plan (IEP) and evidenced by at least a 70 percent agreement on the Gifted Observation Scale (GOS) that the desired plans do in fact exist and are implemented as planned.[1]

Evaluation. To evaluate Objective 3, the Gifted Observation Scale was completed by three observers. Each observer completed the evaluation during different months. Observer 1 visited the program in November 1978, Observer 2 in January 1979, and Observer 3 in February 1979. The observers were: Mable Walker, District Elementary Supervisor, Lee Osburn, District Mathematics Supervisor, and Larry Moore, Curriculum Specialist at Woodbridge School.

The GOS was designed to measure the degree of consistency between what was designed and expected to happen in the program and what was actually happening. In order to respond to the five questions on the GOS, the observers visited the classrooms, checked plans, talked with students, teachers, and parents, and looked at records.

Results showed that in every student case, an IEP did exist and that instructional materials supporting the plan were being used. Signatures of parents and teachers appeared on the IEP. Ten parents, selected at random, were telephoned and all of those contacted said that they were knowledgeable of the educational plans. The students were observed by the

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[1]A copy of the Gifted Observation Scale (GOS) is in appendix J.

three observers to be engaged in activities applicable to the plan, and there was sufficient evidence that the plan was being implemented as stated.

The five questions on the GOS (Appendix J) were rated by the observers. Table 8 shows in percentages the degree of consistency in the implementation of the plans as written.

TABLE 8

GIFTED OBSERVATION SCALE

Question*	Degree of Consistency in Implementation of Program			
	Observer 1	Observer 2	Observer 3	Average Rating
1	100%	100%	100%	100%
2	100%	100%	100%	100%
3	100%	100%	100%	100%
4	80%	90%	90%	87%
5	100%	90%	90%	93%
Total Average				96%

*GOS questions are in appendix J.

According to the above ratings, conditions observed were consistent with the program expectations at least 96 percent of the time. Objective 3, calling for 70 percent compliance, was achieved.

Objective 4

The parents of at least 80 percent of the students will attend at least one of the meetings or workshops scheduled and 75 percent of the parents in attendance will rate the workshop or meeting with a score of 3 on a scale of 1 to 5, 5 being high and 1 being low.

Evaluation. The first workshop, conducted October 5, 1978, was attended by the parents of 75 percent of the target students (18 out of 24). At the end of the workshop, those parents in attendance completed two evaluations. On a simple overall evaluation requesting parents to rate the workshop on a scale of 1 to 5, 5 being high and 1 being low, every parent rated the workshop 3 or higher.[1] Four parents rated the workshop 5 (excellent), 13 rated it 4 (good), and 1 parent rated it 3 (satisfactory). No one gave a rating of 2 (poor) or 1 (unsatisfactory). The parents also completed the Hillsborough County Inservice Evaluation.[2] The overall mean rating on the inservice evaluation was 4.3. A complete summary of the ratings is given in Table 9.

A second meeting of parents was held in February 1979 with the parents of 16 students in attendance. Parents of the six students who had missed the October workshop were in attendance at this meeting. Using the simple overall evaluation form, the meeting was rated by the 16 parents to be a 3 or higher.

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[1]See appendix K for a copy of the rating form.

[2]See appendix L for a copy of the Inservice Evaluation.

INSERVICE EVALUATION SUMMARY

INSTRUCTIONS: Count number of letters marked for each letter opposite numbers 1 through 13. Record amounts in appropriate column in upper left corner. Multiply totals by given figures (A x 5) and put answer in lower right corner of square. Add totals for each of the three categories. Add three category totals and record in grand total columns. Add totals across page, upper and lower, to record in column marked Personnel Points. Totals should be same both vertically and horizontally for grand total under personnel points. Divide upper figure into lower one for averages. (Example 29/110 = average of 3.8) Fill in each blank square in averages column. If one or more participants fail to mark an item, note at left of line how many did not mark. Do not add column F in totals.

Name of Workshop: Gifted Workshop for Parents of Gifted Students in Pilot Program

TABLE 9

Name of Director: Grybek, O'Dell, Hojnacki, Tait

No. Participants: 18

Date(s): October 5, 1978

	ITEMS	A / 5	B / 4	C / 3	D / 2	E / 1	F / 0	Personnel Pnts	Averages
PROCEDURAL	1. Statement of Purpose	7 / 35	9 / 36	2 / 6				18 / 77	4.28
	2. Statement of Objectives	4 / 20	12 / 48	1 / 3	1 / 2			18 / 73	4.05
	3. Sequence	5 / 25	11 / 44	1 / 3				17 / 72	4.24
	4. Grouping Techniques (a)	3 / 15	6 / 24	1 / 3			7 / 0	10 / 42	4.20
	5. Grouping (b)	2 / 10	6 / 24	1 / 3			7 / 0	9 / 37	4.11
	Category Total	21 / 105	44 / 176	6 / 18	1 / 2		14 / 0	72 / 301	4.18
PROCESS	6. Content level	7 / 35	7 / 28	1 / 3		1 / 1	1 / 0	16 / 67	4.19
	7. Sharing ideas, questions	10 / 50	6 / 24	1 / 3				17 / 77	4.53
	8. Leadership: Competence	9 / 45	8 / 32					17 / 77	4.53
	9. Leadership: Sensitivity	11 / 55	6 / 24					17 / 79	4.65
	10. Adequate materials	9 / 45	4 / 16	3 / 9			1 / 0	16 / 70	4.38
	Category Total	46 / 230	31 / 124	5 / 15		1 / 1	2 / 0	83 / 370	4.46
SUMMATIVE	11. Content-objective relatnshp.	5 / 25	9 / 36	1 / 3			1 / 0	15 / 64	4.27
	12. Relevance	6 / 30	8 / 32	1 / 3		1 / 1	1 / 0	16 / 66	4.13
	13. Possibility of application	1 / 5	4 / 16	1 / 3			9 / 0	6 / 24	4.00
	Category Total	12 / 60	21 / 84	3 / 9		1 / 1	11 / 0	37 / 154	4.16
	GRAND TOTALS	79 / 395	96 / 384	14 / 42	1 / 2	2 / 2	27 / 0	192 / 825	4.30

SD/6/77

In summary, the parents of every target student attended one or more of the meetings, and every parent in attendance rated the meetings 3 or higher. Thus, Objective 4 was met.

Objective 5

At least 80 percent of the classroom teachers of the target students will participate in an all-day workshop on how to understand and work with the gifted student in the classroom, and 75 percent of those attending the workshop will rate the workshop with a 3 or better score using the Hillsborough County Inservice Evaluation Summary.[1]

Evaluation. The fullday workshop for classroom teachers held on January 22, 1979, was attended by 87.5 percent (21 of 24) classroom teachers of the target students. At the end of the day, the teachers rated the workshop using the Hillsborough County Inservice Evaluation with 100 percent of the teachers present rating the workshop 3.0 or higher. The mean rating was 4.0. A summary of the ratings is given in Table 10. The workshop, conducted by Linda Addison, Graduate Assistant at the University of South Florida, received high praise from the teachers in attendance.

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[1]See appendix L for a copy of the Inservice Evaluation.

INSERVICE EVALUATION SUMMARY

INSTRUCTIONS: Count number of letters marked for each letter opposite numbers 1 through 13. Record amounts in appropriate column in upper left corner. Multiply totals by given figures (A x 5) and put answer in lower right corner of square. Add totals for each of the three categories. Add three category totals and record in grand total columns. Add totals across page, upper and lower, to record in column marked Personnel Points. Totals should be same both vertically and horizontally for grand total under personnel points. Divide upper figure into lower one for averages. (Example 29/110 = average of 3.8) Fill in each blank square in averages column. If one or more participants fail to mark an item, note at left of line how many did not mark. Do not add column F in totals.

Name of Workshop: Gifted Workshop for Teachers of Students Enrolled in Pilot Program

Name of Director: Linda Addison, Consultant

No. Participants: 21 **Date(s):** January 22, 1979

TABLE 10

	ITEMS	A / 5	B / 4	C / 3	D / 2	E / 1	F / 0	Personnel Pnts	Averages
PROCEDURAL	1. Statement of Purpose	20 / 100	1 / 4					21 / 104	4.95
	2. Statement of Objectives	17 / 85	4 / 16					21 / 101	4.81
	3. Sequence	18 / 90	3 / 12					21 / 102	4.86
	4. Grouping Techniques (a)	15 / 75	5 / 20	1 / 3				21 / 98	4.67
	5. Grouping (b)	13 / 65	8 / 32					21 / 97	4.62
	Category Total	83 / 415	21 / 84	1 / 3				105 / 502	4.78
PROCESS	6. Content level	17 / 85	4 / 16					21 / 101	4.81
	7. Sharing ideas, questions	15 / 75	6 / 24					21 / 99	4.71
	8. Leadership: Competence	19 / 95	2 / 8					21 / 103	4.90
	9. Leadership: Sensitivity	15 / 75	6 / 24					21 / 99	4.71
	10. Adequate materials	16 / 80	4 / 16	1 / 3				21 / 99	4.71
	Category Total	82 / 410	22 / 88	1 / 3				105 / 501	4.77
SUMMATIVE	11. Content-objective relatnshp.	20 / 100	1 / 4					21 / 104	4.95
	12. Relevance	13 / 65	7 / 28	1 / 3				21 / 96	4.57
	13. Possibility of application	12 / 60	8 / 32	1 / 3				21 / 95	4.52
	Category Total	45 / 225	16 / 64	2 / 6				63 / 295	4.68
	GRAND TOTALS	210 / 1050	59 / 236	4 / 12				273 / 1298	4.75

SD/6/77

Objective 6

All of the target students will receive a minimum of four hours of counseling with the guidance counselor. In addition, students identified as behavior problems will receive 30 minutes of counseling each week with the guidance counselor, as recorded in the counselor's log. Students will rate the counseling sessions as (1) not helpful, (2) of little help, (3) undecided, (4) helpful, (5) very helpful, in solving their individual problems with the sessions receiving a score of 4 or better.

Evaluation. The guidance counselor maintained a log on the counseling sessions held with the target students. The log indicated that all target students received a minimum of four hours of group counseling and the fifteen target students identified as behavior problems attended an additional 30-minute individual and/or small group counseling session each week. At the end of the five-month program, each student rated the counseling sessions using the form, Student Rating of Counseling Sessions.[1] Twenty-two students rated the sessions 5 (very helpful) and 1 student rated them 4 (helpful). There was no rating 3 or below. Objective 6 was successfully achieved.

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[1]See appendix M for a copy of the Student Rating of Counseling Sessions.

CHAPTER XI

PRODUCT EVALUATION

Each product objective is stated and the data supporting the achievement of the objective is provided. The data collected were analyzed by using tables showing the amount of change affected during the five-month period.

Objective 1

After participating in a five-month program for the gifted, 75 percent of the students who were achieving six months (.6) or more below their ability in reading, as measured by the Wechsler Intelligence Scale for Children, Revised (WISC-R)[1] and the Wide Range Achievement Test (WRAT), Level 1,[2] administered in September 1978, will meet the objectives set for them as shown in Table 3, Column 6,[3] and measured by the scores received on the WRAT, Level 1, Reading Subtest, to be administered in March 1979. The anticipated exit score was based on the predicted scores given in the WISC-R/WRAT predictor tables[4] but adjusted to take into

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[1]David Wechsler, Wechsler Intelligence Scale for Children, Revised (WISC-R) (New York, N.Y.: Psychological Corporation, 1974).

[2]J. F. Jastak, S. W. Byron, and S. R. Jastak, Wide Range Achievement Test (WRAT), Level 1 (Wilmington, Delaware: Guidance Associates of Delaware, Inc., 1976).

[3]Table 3, Column 6, is repeated in Table 11, Column 6.

[4]J. F. Jastak and S. R. Jastak, The Wide Range Achievement Test, Manual of Instructions, Revised Edition 1965 (Wilmington, Delaware: Guidance Associates of Delaware, Inc., 1965): 40-51.

account factors affecting probable performance.[1] The terminal performance objective for each student is expressed in Table 11, Column 6.

Evaluation. At the end of the program in March 1979, each target student was administered the WRAT, Level 1, Reading Subtest[2] individually to determine the student's achievement level. After receiving the target student's posttest results on the WRAT, the score was matched with the student's expected exit score.

Objective 1 was achieved with more than 75 percent of the target students meeting the objectives set for them. Data presented in Table 11 indicate the expected exit score (Column 6) and the actual exit score (Column 7). The target students who reached their objectives are identified in Column 8. Student Number 5 moved out of the district prior to the administration of the posttest. Of the remaining ten students, eight (80 percent) successfully met their objectives.

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[1]The anticipated exit score in Table 11, Column 6, was arrived at by adjusting the score in Column 4. Factors considered were: entry score (Column 2), home environment, speech problems, nutrition, learning disabilities, physical disabilities, and emotional problems. The anticipated exit score (Column 6) was finalized at a conference attended by the student's parent(s), the classroom teacher, the teachers for the gifted, the curriculum specialist, the guidance counselor, and the principal. The Individual Education Plan (IEP) was written and approved at the conference.

[2]J. F. Jastak, S. W. Byron, and S. R. Jastak, Wide Range Achievement Test (WRAT), Level 1 (Wilmington, Delaware: Guidance Associates of Delaware, Inc., 1976).

TABLE 11

EVALUATIVE DATA FOR OBJECTIVE 1
TARGET STUDENTS FOR READING

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Student	Entry Reading Score (WRAT)	BINET or WISC Score	Anticipated Reading Score Based on WISC-WRAT Predictors (after 5 months program is applied)	Variables Affecting Student's probable Performance	Expectation: Exit Score	WRAT Reading Subtest Score March 1979	Students Meeting Objective
1	1.5	138	3.7	Low entry score (2.2 gap)*. SLD** Home Environment	2.7	1.9	
18	3.0	145	5.2	Low entry score (2.2 gap)*	4.5	5.0	X
3	3.1	128	4.8	Home Environment Behavior	4.1	5.9	X
4	3.2	131	5.0	Behavior	4.5	6.3	X
5	2.8	126	4.7	Speech	3.7	no score	
6	3.4	127	4.7	Home Environment Behavior	4.2	7.2	X
7	4.3	140	5.7	Behavior	5.0	5.7	X
8	2.6	135	6.4	SLD** Low entry Score (3.8 gap)*	4.4	4.1	
9	4.1	127	5.7	SLD**	5.1	5.5	X
10	3.9	129	5.8	Home Environment	5.3	6.8	X
11	3.5	130	5.0	Speech	4.5	7.0	X

*Gap is the difference between Column 2 and Column 4.
**Specific Learning Disability
Note: Scores in Columns 2, 4, 6, and 7 indicate grade levels.

Objective 2

After participating in a five-month program for the gifted, 70 percent of the students who were achieving one year (1.0) or more below their ability in mathematics, as measured by the Wechsler Intelligence Scale for Children, Revised (WISC-R)[1] and the Wide Range Achievement Test (WRAT), Level 1,[2] administered in September 1978, will meet the objectives set for them as shown in Table 4, Column 6,[3] and measured by the scores received on the WRAT, Level 1, Mathematics Subtest, to be administered in March 1979. The student's terminal objective was based on the predicted score given in the WISC-R/WRAT predictor tables[4] and adjusted to take into account factors affecting probable performance.[5] The terminal or performance objective for each student in the target group is expressed in Table 12, Column 6, on the following page.

Evaluation. The seventeen target students were administered the WRAT, Level 1, Mathematics Subtest, in March 1979. Each student's actual score (Table 12, Column 7) was matched with his predicted exit score (Table 12, Column 6) to determine if the student had met his objective. Each student's objective was based on the anticipated score given in the WRAT-WISC-R

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[1]David Wechsler, Wechsler Intelligence Scale for Children, Revised (WISC-R) (New York, N.Y.: Psychological Corporation, 1974).

[2]J. F. Jastak, S. W. Byron, and S. R. Jastak, Wide Range Achievement Test (WRAT), Level 1 (Wilmington, Delaware: Guidance Associates of Delaware, Inc., 1976).

[3]Table 4, Column 6, is repeated in Table 12, Column 6.

[4]J. F. Jastak and S. R. Jastak, The Wide Range Achievement Test, Manual of Instructions, Revised Edition 1965 (Wilmington, Delaware: Guidance Associates of Delaware, Inc., 1965): 40-51.

[5]The anticipated exit score in Table 12, Column 6, was arrived at by adjusting the score in Column 4. Factors considered were: entry score (Column 2), home environment, speech problems, nutrition, learning disabilities, physical disabilities, and emotional problems.

TABLE 12

EVALUATIVE DATA FOR OBJECTIVE 2

TARGET STUDENTS FOR MATHEMATICS

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Student #	Entry Math Score (WRAT)	BINET or WISC Score	Anticipated Math Score Based on WISC-WRAT Predictors (after 5 months program is applied)	Variables affecting Student's Probable Performance	Expectation: Exit Score	WRAT Math Subtest Score March 1979	Students Meeting Objective
1	1.5	138	3.7	LES (2.2 gap)* SLD** EH*** Home Environment	2.7	2.4	X
2	3.2	133	5.2	LES (2.0 gap)*	4.7	6.2	X
3	2.7	128	4.8	LES (2.1 gap)* Home Environment Behavior	3.8	3.6	
4	2.6	131	5.0	LES (2.4 gap)* Behavior	4.0	4.2	X
5	2.7	126	4.7	LES (2.0 gap)* Speech	4.2	no score	
6	2.8	127	4.7	Home Environment Behavior	3.7	3.2	
7	3.9	140	5.7	Behavior	4.7	5.0	X
8	3.6	135	6.4	LES (2.8 gap)* SLD**	5.0	5.2	X
9	2.6	127	5.7	LES (3.1 gap)* SLD**	4.0	4.2	X
10	3.9	129	5.8	Home Environment	4.8	6.2	X
11	2.6	130	5.0	LES (2.4 gap)* Speech	4.5	4.2	
12	4.2	127	6.0	Behavior	5.2	5.2	X
13	4.5	141	6.9	LES (2.4 gap)*	5.9	5.3	
14	3.6	138	6.6	LES (3.0 gap)* Behavior	5.0	5.2	X
15	3.0	127	6.0	LES (3.0 gap)* Behavior	4.4	3.6	
16	2.4	126	5.9	LES (3.5 gap)* Home Environment	4.0	5.0	X
17	2.8	131	5.0	LES (2.2 gap)* Home Environment	4.4	4.4	X

*Low Entry Score (LES). Gap is the difference between Column 2 and Column 4.

**Specific Learning Disability

***Emotionally Handicapped

Note: Scores in columns 2, 4, 6, and 7 indicate grade levels.

predictor tables and modified to take into consideration variables affecting the student's probable performance. These variables included low entry score, home environment, nutrition, learning disabilities, physical disabilities, speech problems, and emotional problems.

Ten of sixteen remaining students (62.5 percent) successfully met their objectives. Terminal Objective 2 was not achieved. Data presented in Table 12 indicate the expected exit score (Column 6) and the actual posttest WRAT, Level 1, Mathematics Subtest score (Column 7). The target students who reached their objectives are identified in Column 8. One student, Number 5, was withdrawn from school prior to the administration of the posttest.

Note: The instrument or test used to measure student achievement measured computation only. The mathematical instructional program was an activity learning program geared toward concept development, problem solving, and high interest rather than concentrating heavily or solely on computation. This writer questions the adequacy of the test instrument for this program and recommends using a more comprehensive instrument for pre- and posttesting. The Mathematics Subtests, Metropolitan Achievement Tests, Primary 1 and Primary 2,[1] are recommended for future use. The California Tests of Basic Skills (CTBS)

[1]Walter N. Durost, Harold H. Bixler, J. Wayne Wrightstone, George A. Prescott, and Irving H. Balow, Metropolitan Achievement Tests, Primary 1 and Primary 2 (New York, N.Y.: Harcourt Brace Jovanovich, 1971).

was considered but could not receive approval from the district testing office because the CTBS is used for the annual spring testing of all students in the district. It is further recommended that standard scores be used for measurement. Standard scores on the Metropolitan Achievement Tests express results for a subtest (e.i., mathematics) for all batteries and all forms on a single, common scale. Standard scores are uniquely suitable for measuring academic growth over a period of time.

One side effect noted as a result of the mathematics program was a better attitude toward mathematics as every child expressed a liking for mathematics and an eagerness to participate in the lessons.

Objective 3

After participating in a five-month program for the gifted, 75 percent of the students who were checked by the classroom teachers as exhibiting negative overt or withdrawal behavior, as identified by the classroom teachers using a checklist,[1] will demonstrate a 50 percent improvement in the negative behavior(s) as determined by an observation scale[2] maintained by the classroom teachers for two weeks in October 1978 and again for two weeks at the end of the treatment in March 1979.

Evaluation. During the first two weeks in October 1978 and the last two weeks in March 1979, the classroom teacher of each target student maintained an observation scale on each student. The teacher kept a log indicating the negative behavior, the frequency of the negative behavior, and the duration. Pre- and post-observations were maintained on the fifteen target students and scores were compared to determine if there had been a 50 percent or greater decrease in both the frequency and the duration of the negative behaviors of each target student. Thirteen of the fifteen target students showed a 50 percent or greater improvement in reducing the frequency of their negative classroom behavior and a 50 percent or greater decrease in the amount of time (in minutes) spent in negative behaviors. Thus Terminal Objective 3 was achieved because 87 percent of the target students showed a 50 percent or more positive improvement in decreasing both the frequency and the duration of their negative behaviors. Every target student demonstrated some improvement in behavior. Data

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[1]Appendix D.

[2]Appendix E.

presented in Table 13 indicate the pre-and post-observation scale scores for each student and the percentage increase/ decrease in negative behaviors.

Note: A more objective instrument would offer greater validity to the results by reducing the degree of teacher subjectivity in completing observation scales.

TABLE 13
EVALUATIVE DATA FOR OBJECTIVE 3
STUDENT BEHAVIOR RECORD
CLASSROOM OBSERVATION SCALE
AS RECORDED BY
THE CLASSROOM TEACHER
IN
October 1978 and March 1979

Student Identification Number	Frequency of Negative Behaviors			Duration of Negative Behaviors (Minutes)			Comments by Classroom Teacher on Post-Observation Scale
	Pre-Score	Post-Score	Percent Decrease	Pre-Score	Post-Score	Percent Decrease	
* 1	20	10	50	600	200	67	Showed much improvement in keeping on task and self-control in not bothering others.
3	60	50	17	120	100	17	Continues to act out - although some improvement was observed.
* 4	42	19	55	9	3	67	Her inappropriate behavior in order to gain attention diminished. Much improvement noted.
* 6	10	5	50	100	50	50	Improved skills in getting along with others. Calmed down and had better attitude toward school.
* 7	60	25	58	80	30	63	Learned to complete tasks and spend time wisely. Self-control improved.
* 8	68	12	82	12	4	67	Calmed down and became productive.
* 14	28	12	57	60	24	60	Improved attitude. Learned to control sounding off.
* 15	10	4	60	215	80	63	Improved in controlling "blurting out" and "staying in seat."
* 16	18	8	56	180	24	87	Learned to channel her energy in a positive direction.
19	15	10	33	160	100	38	Some improvement but still a "loner."
* 20	20	10	50	80	35	56	Improved in staying on task and completing assignments.
* 21	10	2	80	140	30	79	Developed self-confidence. Volunteered for leadership.
* 22	22	10	55	65	28	57	Improved but is still afraid of new experiences.
* 23	7	1	86	150	30	80	Able to control his emotions; became more self-confident.
* 24	8	3	63	245	85	65	Came out of her shell and became a part of class activities!

*Students meeting Objective 3.

Objective 4

After participating in a five-month program for the gifted, 80 percent of the students will demonstrate a more positive self-concept as measured by the student's receiving a higher score on the post-administration of The Piers-Harris Children's Self Concept Scale (The Way I Feel About Myself)[1] as compared to the score received on the pretest in October 1978.

Evaluation. In October 1978 and again at the end of the program in March 1979, the Piers-Harris Self Concept Scale (The Way I Feel About Myself)[1] was administered by the guidance counselor and curriculum specialist to all of the target students who were enrolled in the reading, mathematics, and guidance programs. The test consisted of 80 first-person declarative statements to which the child responded "Yes" or "No".

Nineteen (19) students increased their self-concept scores while four (4) showed a negative difference. One student, Number 5, moved prior to the posttesting and had no score. Terminal Objective 4 was achieved by nineteen (19) of the 23 students tested or by 82.6 percent as shown in Table 14, Column 6. Thus, Objective 4 was met. Table 14 presents the results of the testing.

Evaluative comments by teachers, parents, and students further indicated an observation or feeling of positive attitudinal changes in the majority of the gifted students.

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[1]A copy of the Scale is in appendix F.

TABLE 14
EVALUATIVE DATA FOR OBJECTIVE 4
PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE*
(The Way I Feel About Myself)

Column 1 STUDENT IDENTIFICATION NUMBER	Column 2 PROGRAM(S) a. Reading b. Mathematics c. Behavior	Column 3 PRETEST Raw Scores October 1977	Column 4 POSTTEST Raw Scores March 1978	Column 5 DIFFERENCE in Pre-and Posttest Raw Scores	Column 6 STUDENTS Meeting Objective
1	a b c	52	58	6	x
2	b	74	77	3	x
3	a b c	70	74	4	x
4	a b c	65	73	8	x
5	a b	53	no score		
6	a b c	69	74	5	x
7	a b c	66	77	11	x
8	a b c	67	61	-6	
9	a b	67	68	1	x
10	a b	75	75	0	
11	a b	75	78	3	x
12	b	59	72	13	x
13	b	73	80	7	x
14	b c	57	66	9	x
15	b c	65	76	11	x
16	b c	75	67	-8	
17	b	62	68	6	x
18	a	68	69	1	x
19	c	56	64	3	x
20	c	67	68	1	x
21	c	76	77	1	x
22	c	66	68	2	x
23	c	60	52	-8	
24	c	71	77	6	x

*A copy of the scale is in appendix F.

Objective 5

After participating in a five-month program for the gifted, the student will complete a questionnaire and 95 percent of the students will rate the program on a scale of 1 to 5 with the program receiving an average rating of 3 or higher, 1 being low and 5 being high.[1]

Evaluation. At the end of the program in March 1979, each target student completed an evaluation form consisting of ten questions.[2] The students scored each question on a scale of 1 to 5, 1 being low and 5 being high. A space for comments was provided on the questionnaire. The scores were tallied and presented in Table 15 on the following page. The individual's rating of each question is given in the table. Every student, except Number 5, who had moved out of the district and did not complete a rating form, rated the program 3.0 or higher. Thus, Objective 5, calling for 95 percent of the students to rate the program 3.0 or greater, was met. The average rating of all of the students was 4.6, well above the anticipated rating. Student enthusiasm for the program was observable throughout the five months, and the nearly perfect attendance records additionally indicated that students chose to attend the sessions regularly. At the end of the program in March, the students asked that it be continued until June.

Students were encouraged to write comments on the evaluation form and offer suggestions for improving the program.

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[1]Appendix G contains a copy of the student questionnaire.

[2]Ibid.

TABLE 13

EVALUATIVE DATA FOR OBJECTIVE 5

SUMMARY OF STUDENT EVALUATIONS*

Primary Gifted Program

--- March 197[illegible] ---

Column 1	Column 2										Column 3	Column 4	Column 5
Student Number	Rating of Each Question**										Student's Total Score	Student's Average Rating	Students Rating the Program 3.0 or higher
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10			
1	5	5	5	5	5	5	5	5	5	5	50	5.0	x
2	5	3	5	5	3	5	5	5	5	5	46	4.6	x
3	4	4	4	5	3	4	1	4	5	5	39	3.9	x
4	5	5	5	5	5	5	4	3	5	5	47	4.7	x
5											no score		
6	5	5	5	5	5	5	5	5	5	5	50	5.0	x
7	5	4	5	4	5	4	5	5	5	5	47	4.7	x
8	5	5	5	5	5	5	5	5	5	5	50	5.0	x
9	5	5	4	5	5	5	5	5	5	5	49	4.9	x
10	5	4	5	4	4	5	5	5	4	5	46	4.6	x
11	5	5	5	5	5	5	5	4	5	5	49	4.9	x
12	5	3	5	5	5	5	5	5	5	3	46	4.6	x
13	5	5	5	5	5	5	5	4	5	5	49	4.9	x
14	4	5	4	5	2	5	3	5	5	5	43	4.3	x
15	5	5	5	5	5	5	5	4	5	5	49	4.9	x
16	5	5	5	5	5	5	5	4	5	5	49	4.9	x
17	5	5	5	5	5	5	5	5	5	5	50	5.0	x
18	5	5	5	5	5	5	5	5	5	1	46	4.6	x
19	5	3	5	5	4	5	5	5	3	3	43	4.3	x
20	5	5	5	5	5	5	5	5	5	5	50	5.0	x
21	5	5	5	5	5	5	5	5	5	5	50	5.0	x
22	4	5	5	3	2	2	5	3	5	1	35	3.5	x
23	5	5	4	4	5	5	4	3	5	5	45	4.5	x
24	4	5	4	3	4	5	3	4	5	3	40	4.0	x
TOTAL	111	106	110	108	102	110	105	103	112	101	1068	4.6	
Average Rating	4.8	4.6	4.8	4.7	4.4	4.8	4.6	4.5	4.9	4.3		4.6	

* Questions appear in appendix G.

** Students rated each question on a scale of 1 to 5, 1 being low and 5 high.

Comments included recommendations for more time, more art, more mathematics, and more plays. Five of the 23 students indicated in the comments that they had been concerned at times about their regular classroom work because they had to make up the work missed while attending the program. Even though elimination of this concern was discussed with the classroom teachers during the orientation meeting, the problem continued to exist in isolated situations.

Objective 6

After the treatment (program) has been completed, 75 percent of the parents of the target students will complete and return to the school a questionnaire, rating the program on a scale of 1 to 5, with the program receiving an average rating of 3 or higher, 1 being low and 5 being high.[1]

Evaluation. The parents of the target students were given an opportunity to evaluate the program at its conclusion. Parent input was considered important for making decisions as to the value of the program, its continuance, and any needed changes. Twenty-four evaluation forms were mailed and the subsequent return was 100 percent. Although signatures were not required on the evaluations, all parents did sign their names. The parents rated each of the 10 evaluation questions on a scale of 1 to 5, 1 being low and 5 being high. A total score was obtained for each child's parents and divided by the number of questions (10) to obtain the average score for each parent. The program was rated 3 or higher by 96 percent of the parents. Terminal Objective 6 was met well beyond the 75 percent. The range of the parents' ratings was 2.9 to 5.0 and the mean rating was 4.5. The high mean score appears to indicate that the parents endorsed the special program provided for their children. Results of the parent evaluations appear in Table 16.

The majority of the parents included comments of praise for the program on the evaluation forms. Some of the

[1]Appendix H contains a copy of the parent questionnaire.

TABLE 16
EVALUATIVE DATA FOR OBJECTIVE 6

SUMMARY OF PARENT EVALUATIONS *
Primary Gifted Program
March 1979

Column 1	Column 2										Column 3	Column 4	Column 5
Student Number	Rating of Each Question**										Total Score	Average Rating	Parents Rating the Program 3.0 or higher
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10			
1	4	4	5	4	3	4	5	5	4	4	42	4.2	x
2	4	5	4	4	4	4	5	4	5	5	44	4.4	x
3	5	5	4	5	4	5	5	4	5	5	47	4.7	x
4	4	5	5	4	4	4	4	4	4	5	43	4.3	x
5	5	5	4	5	4	4	5	4	4	5	45	4.5	x
6	4	5	5	5	5	5	4	3	5	5	46	4.6	x
7	5	5	5	5	5	5	5	5	5	5	50	5.0	x
8	4	5	4	4	5	5	5	4	4	5	45	4.5	x
9	5	5	5	5	5	4	4	4	5	5	47	4.7	x
10	3	4	4	4	4	4	4	4	4	4	39	3.9	x
11	2	2	2	3	2	2	2	3	4	5	29	2.9	
12	5	4	4	5	5	5	4	4	5	5	46	4.6	x
13	4	5	5	4	5	5	3	5	5	5	46	4.6	x
14	4	5	4	5	5	2	4	4	5	5	43	4.3	x
15	5	5	4	5	4	5	5	5	4	5	47	4.7	x
16	4	5	5	5	4	4	4	3	4	5	43	4.3	x
17	4	5	5	5	5	5	5	5	5	5	49	4.9	x
18	5	4	5	5	2	5	5	5	5	5	46	4.6	x
19	5	4	4	4	4	4	4	4	5	5	43	4.3	x
20	5	5	5	5	5	5	5	5	5	5	50	5.0	x
21	5	5	4	4	4	4	5	4	4	4	43	4.3	x
22	5	5	5	5	5	5	5	5	5	5	50	5.0	x
23	5	5	5	5	4	5	5	4	5	5	48	4.8	x
24	5	5	5	5	5	5	5	4	5	5	49	4.9	x
TOTAL	106	112	107	110	102	105	107	103	111	117	1080	4.5	23
Average Rating	4.4	4.7	4.5	4.6	4.2	4.4	4.5	4.3	4.6	4.9		4.5	

* Copy of the Parent Evaluation Form is in appendix H.
** Each question was rated by the parent on a scale of 1 to 5, 1 being low and 5 high.

comments are quoted below:

> I greatly appreciate the opportunity that Amy has had in attending this class. My only disappointment is that this class is not continuing through June.
>
> The program is a good start, but it must be expanded. There has got to be a way to provide quality education to gifted children on a daily basis the entire school year. Please let us know if there is anything we can do as parents to meet this end.
>
> I feel this program has filled a big need and was very worthwhile.
>
> Geoff enjoyed the program. His attitude toward school has become very positive this year. I feel this program contributed much to his changed perspective.
>
> Our child was thrilled with the program and her teachers. Before the program started, she seemed bored with her regular classroom activities. Once the program started, she seemed to take more interest in her daily school work in addition to loving every minute of the program. There seemed to be a tremendous improvement in her attitude toward school in general.
>
> I am happy with the program. I think it was wonderful.
>
> My son thoroughly enjoyed these special classes. He eagerly anticipated each one. They obviously stimulated his imagination and I know that he was learning. My son really liked the teachers.

The parents of student Number 5, who moved out of the district before the program ended, mailed an evaluation with the following notation:

> This evaluation was in with my son's transfer papers to his new school. We filled out the paper, John and I, to impress upon you how much enjoyment and fulfillment my son derived from it.....We send our thanks and warmest wishes for the future.

Two notes came from parents, representing two different schools, commenting about the regular classroom teacher's attitude and pointing out a problem needing closer monitoring:

I don't think my child's classroom teacher cared for him to go to the Learning Center very much. He was told if he didn't get all of his work finished before it was time to go, she wouldn't let him go. Therefore, many times he was upset if he was running a little behind time. I don't think this was the right approach.....

Not all of the classroom teachers seem to be cooperative in letting the students make up the work they missed while attending the program. It might be a help to the children if they could be placed with teachers who are enthusiastic about the program.

Based on Question Number 10 (Table 16), every one of the parents agreed that the program should be continued next year.

Objective 7

After the treatment (program) has been completed, the classroom teachers of the target students will complete a questionnaire and 95 percent of the teachers will rate the program on a scale of 1 to 5 with the program receiving an average rating of 3 or higher, 1 being low and 5 high.[1]

Evaluation. At the completion of the program for the gifted students, evaluation questionnaires were mailed to the classroom teachers of the target students. Each teacher was requested to evaluate the program by rating ten questions on a scale of 1 to 5, 1 being low and 5 being high. A total score was obtained for each teacher and divided by the total number of questions (10) to obtain the average score. Although all of the teachers who responded to the questionnaire rated the program 3 or higher, Objective 7 was not achieved because three teachers failed to return the evaluations. Objective 7, requiring 95 percent of the teachers to rate the program 3 or higher, was met by 87.5 percent of the teachers.

The responding teachers rated the program 4.1 (mean score) which indicated a favorable attitude toward the program. The twenty-one (21) teachers who responded to the questionnaire agreed or strongly agreed that the program should be continued. All were in agreement that the students looked forward to attending the classes. Results of the evaluation are presented in Table 17 on the following page.

[1]See appendix I for a copy of the teacher questionnaire.

TABLE 17

EVALUATIVE DATA FOR OBJECTIVE 7

CLASSROOM TEACHER EVALUATION
Primary Graded Program
--- March 1979 ---

Column 1	Column 2										Column 3	Column 4	Column 5
Student Number	Rating of Each Question** #1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Total Score	Average Rating	Teachers rating program 3.0 or higher
1	5	2	1	2	2	2	4	4	5	3	30	3.0	x
2	5	4	5	4	4	4	4	4	4	5	43	4.3	x
3											no score*		
4	5	4	4	2	2	5	5	3	4	3	37	3.7	x
5											no score*		
6											no score*		
7	5	5	5	5	5	5	5	4	5	5	49	4.9	x
8	5	4	4	2	2	5	5	3	4	3	37	3.7	x
9	5	4	5	3	3	3	3	4	5	5	40	4.0	x
10	5	4	5	5	5	5	5	4	5	5	48	4.8	x
11	5	4	4	2	2	5	5	3	4	3	37	3.7	x
12	4	4	5	4	4	4	4	3	5	3	40	4.0	x
13	5	4	5	5	4	5	5	4	5	4	46	4.6	x
14	5	3	5	4	4	5	5	4	5	4	44	4.4	x
15	5	5	5	5	5	5	5	5	5	5	50	5.0	x
16	5	4	4	2	2	5	5	3	4	3	37	3.7	x
17	5	4	5	3	3	3	3	4	5	5	40	4.0	x
18	5	4	5	3	4	4	4	4	4	4	41	4.1	x
19	5	5	5	4	5	5	5	4	5	4	47	4.7	x
20	5	5	5	4	5	5	5	4	5	4	47	4.7	x
21	5	5	4	4	4	4	5	4	5	5	45	4.5	x
22	5	4	5	3	4	4	4	4	4	4	41	4.1	x
23	4	2	4	2	2	2	2	4	4	5	31	3.1	x
24	4	3	2	4	3	3	3	3	4	3	32	3.2	x
TOTAL	102	83	92	72	74	88	91	79	96	85	862	4.1	
Average Rating	4.8	4.0	4.4	3.4	3.5	4.2	4.3	3.8	4.6	4.1		4.1	

* Classroom teachers of students 3, 5 and 6 did not respond to questionnaire.
** Questions appear in appendix I.

CHAPTER XII

INSTITUTIONALIZATION OF THE PRACTICUM

The program for gifted primary students who were underachievers and/or behavior problems will be continued during the school year 1979-80. The six participating schools endorsed continuing the program on a permanent basis, and approval to continue has been given by the Hillsborough County Exceptional Child Department. Because of its central location, Morgan Woods School has been selected to house the primary learning center for the coming year. The six schools agreed to be responsible for transporting the students to the center for the four hours of instruction each week.

Parent and student guidance will again be an important part of the program for all target students and their families. The orientation meetings and workshops for parents and teachers will be continued.

Not only will the program be permanently institutionalized in the six schools participating in the practicum, but the program will be expanded to include at least one additional cluster of schools. The Tampa Bay School cluster has been selected to replicate the program in 1979-80.

CHAPTER XIII

EVALUATING THE PRACTICUM

In order for the practicum to be considered successful, the following criteria were established and results evaluated:

Criterion 1

Terminal Objectives 1, 2, 3, and 4 must be achieved by 50 percent or more of the students enrolled in the programs. (These terminal objectives are given on pages 12-18 of this report.)

Results. Criterion 1 was successfully met. Terminal Objectives 1, 2, 3, and 4 were achieved by more than 50 percent of the target students. Objective 1 (for students underachieving in reading) was met by 80 percent of the target students. Although Terminal Objective 2 (calling for 70 percent of the underachievers in mathematics to meet the objectives set for them) was not achieved, 62.5 percent of the students did meet Objective 2, thus satisfying Criterion 1. Objective 3 (for gifted students with behavior problems) was achieved by 86 percent of the students, and Objective 4 (for improvement of students' self-concepts) was achieved by 79 percent of the target students. Evaluations of each objective are presented in detail in Chapter XI.

Criterion 2

The program must be institutionalized in the six schools participating in the practicum.

Results. Criterion 2 was successfully met. Each of the six schools expressed a desire to establish the program for the gifted on a permanent basis. Students, parents, and teachers involved in the program overwhelmingly recommended its continuance. The Hillsborough County Exceptional Child Department recommended that the program be continued and further expanded to include other school clusters. As was anticipated, the program was able to earn state funding through its allocations for the gifted. The program is well-prepared to begin the 1979-80 school year with the original six schools participating. The center will be located at Morgan Woods School.

Criterion 3

The program will be replicated in at least one other cluster of schools in Hillsborough County for 1979-80.

Results. Criterion 3 was successfully met. Five clusters of elementary schools requested permission to replicate the primary gifted program in their areas for the school year 1979-80. These clusters were located in the following community areas of Hillsborough County: Brandon, University of South Florida, Temple Terrace, Interbay, and Tampa Bay. The Tampa Bay School cluster has already been approved to replicate the program for 1979-80 and approval is underway for the University of South Florida cluster. Approvals for additional clusters may be forthcoming during the year.

CHAPTER XIV

SUMMARY AND RECOMMENDATIONS

The practicum was designed to establish a pilot program for gifted children in grades 1-3 who were underachieving in reading or mathematics and/or who were exhibiting problems in behavior. Students enrolled in six neighboring elementary schools were transported to a primary learning center, located in Morgan Woods School, for four hours of instruction each week. Classes were taught by two special teachers for the gifted, provided by the District Department for Exceptional Children--Gifted Section, and by the curriculum specialist, librarian, and guidance counselor at Morgan Woods School. Results of the practicum, as based on the announced criteria, indicated that the program easily accomplished its purpose and was effective enough to command attention of other administrators in the district. All established criteria were successfully met. The involved students, parents, and teachers agreed that the program was a success and that it should be continued.

The data collected suggests that 80 percent of the students underachieving in reading not only met their expected scores but gained from 1.4 to 3.5 years on the WRAT, Reading Subtest[1] posttest scores over the pretest scores. The average

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[1] Jastak, Bijou, and Jastak, Wide Range Achievement Test.

gain in reading for the eight students was 2.6 years, a significant improvement for these youngsters in grades 1-3.

Although Terminal Objective 2 (calling for 70 percent of the students underachieving in mathematics to achieve their objectives) was not met, 10 of the 16 students (62.5 percent) met their anticipated scores. The range in gain in posttest WRAT, Mathematics Subtest[1] scores over pretest scores was .9 to 3.0 years with a mean gain of 1.7 years, accomplished in the five months.

Thirteen of the 15 target students with behavior problems demonstrated a 50 percent or greater improvement in shrinking the frequency and shortening the duration of negative behaviors. Every target student made some improvement. As measured by the pretest and posttest scores on the Piers-Harris Children's Self Concept Scale,[2] 19 of the 24 target students increased their positive self-concepts.

Students, parents, and teachers responding to questionnaires rated the practicum 3 or higher on a scale of 1 to 5, 5 being high and 1 being low. The writer spoke informally with students, teachers, and parents weekly and noted the enthusiasm and gratitude for the "something special" being done for the gifted students. Every student, teacher, and parent involved in the program requested that the practicum be continued

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[1] Ibid.

[2] Piers and Harris, The Piers-Harris Children's Self Concept Scale.

the following year. The six participaing schools and the District Director for Excepcional Children recommended continuance for the 1979-80 school year. Another cluster of schools within the district has been given permission to replicate the program in 1979-80.

Recommendations

It is recommended that the practicum be continued, still focusing on early intervention in the primary grades, and that the following changes be considered:

1. There should be more flexibility in the identification of the target students, even if it necessitates changing the state guidelines for funding gifted programs. Discriminative selection of students, using only the school psychologists' WISC-R[1] cut-off score of 130, eliminated some bright students, who, when tested, scored only within the 120-126 WISC score range, thus shutting off any chance to help these talented students benefit from the program.

2. A more appropriate instrument for measuring mathematical achievement should be used. The WRAT Mathematics Subtest[2] measures only computational skills whereas the instructional program included much work on concepts, reasoning, and problem solving. It is recommended that a more comprehensive mathematics test, the Metropolitan Achievement Tests, Primary 1 and 2, Mathematics Subtests, be utilized to measure the achievement gained during the practicum.

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[1]Wechsler, Wechsler Intelligence Scale for Children.

[2]Jastak, Bijou, and Jastak, Wide Range Achievement Test.

3. A greater effort should be made to involve the classroom teachers, especially those of the transported students. Weekly letters were sent to these off-campus teachers but the communication was virtually one-way, and the teachers at the learning center did not receive the necessary feedback and followup that was desired and necessary to ideally service the program. This was one weakness of the program. A communication system requiring personal contact (conferences, meetings, and visitations) on a monthly basis is recommended.

The five-month gifted program ran smoothly with virtually no problems. However, it should be pointed out that the students within this cluster of schools come from middle and upper class homes where parents are automatically concerned about education, attend school meetings and conferences, and voluntarily cooperate in providing private transportation and any other special assistance requested by the school.

Early identification and intervention is a necessary requisite to meet most major educational problems. This practicum has concentrated on the need and subsequent effectiveness of focusing on the primary gifted student, who is either an underachiever and/or a behavior problem. All too often subtle discriminatory practices have prevented society from enjoying and profiting by the intellectual and practical benefits coming from many worthy, talented contributors. The

ultimate goal of the primary gifted program is to extend the range, capacity, and productivity of these potential benefactors--to liberate their human potential.

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APPENDICES

REQUEST FOR COUNTYWIDE INSERVICE
TEACHER QUESTIONNAIRE SUMMARY
Morgan Woods School
1977-78

The results of the questionnaire completed by the classroom teachers at Morgan Woods School are summarized and presented below. The questionnaire was a follow-up of the teachers' selection of a need to help the gifted students as top priority on the Countywide Elementary Inservice Needs Assessment Survey (Appendix B).

	Number of Teachers Responding	
	Yes	No
1. Have you had any college training in working with the gifted student?	3	25
2. Have you attended district inservice workshops or meetings focusing on the gifted student?	9	19
3. Has the above training been sufficient to help you teach the gifted students in your class?	1	27
4. Check one or more of your concerns:		
a. Underachieving gifted students	20	8
b. Behavior problems	18	10
c. Motivating the gifted	21	7
d. Providing materials	15	13
e. Time to plan and prepare	25	3
f. Understanding the gifted child	25	3
g. Parent-teacher relationships	14	14
5. Check one or more recommendations:		
a. Inservice training for teachers	28	0
b. Inservice training for parents	28	0
c. Special materials for classroom use	15	13
d. Special classes for gifted students	20	8
e. Revision of grouping methods in school	5	23
f. Special counseling programs for students	24	4
	24	4

Please use the back of this sheet to make any comments or explanations. Present any ideas that you may have.

ELEMENTARY INSERVICE NEEDS ASSESSMENT SURVEY

Appendix B

Please examine this survey instrument and consider which area, if any, you would see as top priority for your inservice training next year. Choose only one first priority and one second priority item. You will meet by grade levels or teams to reach consensus (or near consensus) on not more than two priority 1 and two priority 2 areas for inservice training for next year.

For total School Summary only: School Morgan Woods School

Total number of teachers consulted 28.

Contact Person B. Tait Position Curriculum Specialist

	Priority 1	Priority 2	Subject Areas Other Info
1. Updating Subject or Service Area			
a. Inservice covering new trends, knowledge			
b. Inservice covering new skills, techniques			
2. Training in the use of MATERIALS			
a. New texts or programs to be used			
b. Supplementary			
c. Development of			
d. Integration of			
e. A-V preparation			
f. A-V use			
3. Training in METHODOLOGIES			
a. Innovative approaches			
b. Individualization techniques			
c. Planning for multiple groups			
d. Managing multiple groups			
e. Teaching by objectives			
f. Enrichment activities		X	
g. Teaching slow learners			
h. Teaching the gifted	X		See 7 below.
4. Training for appropriate GROUPING			
a. Setting criteria for grouping			
b. Ad hoc groups			
5. Training for design and implementation of EVALUATION			
a. Designing criterion-referenced tests			
b. Identifying performance for evaluation			
c. Interpreting, analyzing tests			
d. Using evaluation as an instructional tool			
e. Simplified record keeping			
6. Training in GENERIC (BASIC) SKILLS			
a. Classroom management techniques			
b. Understanding diverse cultural patterns			
c. Communication skills			
d. Human relations			
e. Other (Please specify)			

7. Faculty or group study addressing unique interest problems (List or describe) Teacher/Student/Parent Training in Understanding and Working With Gifted Students (especially those having difficulty in school).

* 3 - d Gr. 3 - Reading, math
Gr. 5 - Social Studies

S/D 78-79

Appendix C

WIDE RANGE ACHIEVEMENT TEST

1976 EDITION

By J. F. Jastak, S. W. Bijou, S. R. Jastak

Name ..... Sex: M. F. Birthday ..... Chron. Age .....

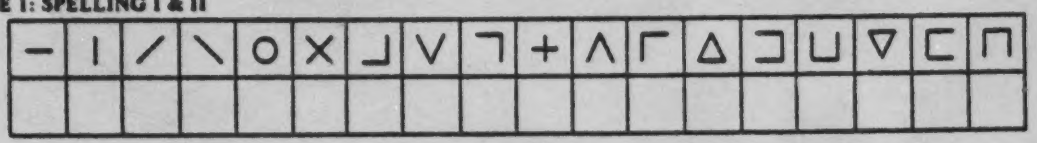
School ..... Grade ..... Reading

Referred by ..... Spelling

Date ..... Examiner ..... Arithmetic

Scores:	RAW	GRADE	% ILE	STAND.
Reading	.....	.....	.....	.....
Spelling	.....	.....	.....	.....
Arithmetic	.....	.....	.....	.....

PAGE 1: SPELLING I & II



Name _____ 31. _____

1. _____ 16. _____ 32. _____

2. _____ 17. _____ 33. _____

3. _____ 18. _____ 34. _____

4. _____ 19. _____ 35. _____

5. _____ 20. _____ 36. _____

6. _____ 21. _____ 37. _____

7. _____ 22. _____ 38. _____

8. _____ 23. _____ 39. _____

9. _____ 24. _____ 40. _____

10. _____ 25. _____ 41. _____

11. _____ 26. _____ 42. _____

12. _____ 27. _____ 43. _____

13. _____ 28. _____ 44. _____

14. _____ 29. _____ 45. _____

15. _____ 30. _____ 46. _____

FOR INDIVIDUAL AND GROUP COMPARISONS USE ONLY STANDARD SCORES ON PAGES 16 TO 42 OF MANUAL.

LEVEL I — Grade Norms

Raw Scores: Cumul. Test	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade
	1	N.5	12	Kg.4	23	1.5	34	3.0	45	5.7	56	10.3
	2	N.8	13	Kg.5	24	1.6	35	3.2	46	6.0	57	10.9
Copying 1 point 1	3	Pk.1	14	Kg.6	25	1.7	36	3.5	47	6.3	58	11.5
per to	4	Pk.2	15	Kg.7	26	1.8	37	3.7	48	6.5	59	12.2
mark 18	5	Pk.3	16	Kg.8	27	2.0	38	3.9	49	6.8	60	13.0
Name	6	Pk.5	17	Kg.9	28	2.2	39	4.2	50	7.2	61	13.8
1 letter 19	7	Pk.7	18	Gr.1.0	29	2.3	40	4.5	51	7.7	62	14.5
2 letters 20	8	Pk.9	19	1.1	30	2.5	41	4.7	52	8.2	63	15.2
Spelling 1 point 21	9	Kg.1	20	1.2	31	2.6	42	5.0	53	8.7	64	15.9
per to	10	Kg.2	21	1.3	32	2.7	43	5.3	54	9.2	65	16.7
word 65	11	Kg.3	22	1.4	33	2.9	44	5.5	55	9.7		

LEVEL II — Grade Norms

Raw Scores: Cumul. Test	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade
	0	Kg.2	11	4.0	21	8.*	31	9.0	41	12.4
	1	Kg.6	12	4.3	22	8.8	32	9.3	42	12.8
	2	Gr.1.0	13	4.6	23	7.0	33	9.6	43	13.2
Copying 4-9 1	3	1.3	14	4.9	24	7.2	34	9.9	44	13.6
10-17 2	4	1.6	15	5.2	25	7.4	35	10.2	45	14.0
18 3	5	1.9	16	5.5	26	7.6	36	10.5	46	14.4
Name	6	2.2	17	5.8	27	7.8	37	10.8	47	15.0
1 letter 4	7	2.6	18	6.1	28	8.1	38	11.2	48	15.7
2 letters 5	8	3.0	19	6.3	29	8.4	39	11.6	49	16.4
Spelling 1 point 6	9	3.3	20	6.5	30	8.7	40	12.0	50	17.2
per to	10	3.7							51	18.0
word 51										

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PAGE 2. ARITHMETIC, LEVEL I
ORAL PART

Appendix C
(continued)

● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● 8

42 47 9 2 5 3 Fingers. 8 fingers. 9 or 6? 42 or 28? 17

3 pennies, spend 1 ?_____: 3 + 4 apples?_____: 9 marbles, lose 3?_____ 20

WRITTEN PART

$1 + 1 =$ _____ $4 - 1 =$ _____

$6 + 2$ $5 - 3$

$32 + 24 + 40$ $4 \times 2 =$ _____

23×3 $29 - 18$ $75 + 8$

29

$452 + 137 + 245$ $6 + 2 =$ _____

$\$62.04 - 5.30$ $1\frac{1}{2}$ hr. = ____min. $6\overline{)968}$

$\frac{1}{3} + \frac{1}{3} =$ _____

33

$\frac{14}{5} =$ _____ $\frac{7}{8} - \frac{3}{8} =$ _____

823×96 $4\frac{2}{3} + 3\frac{1}{3} + 2\frac{1}{2}$ $\frac{2}{5}$ of 35 = _____

$\frac{1}{2}$ yd. = ____in. $1\frac{3}{4} =$ ____

42

$27\overline{)384}$ $\frac{3}{5} =$ ____ $5 - 1\frac{1}{3}$

$\frac{3}{4}$ yr. = ____mo. Multiply: 7.96×30.8

$2\frac{1}{3}$ doz. = _____

48

Which is more?
$\frac{7}{8}$ or $\frac{13}{16}$ Ans. _____

Find the average of
24, 18, 21, 26, 17
Ans. _____

Write as a percent
$\frac{3}{4} =$ _____%

$4\frac{1}{3} \times 3\frac{1}{3} =$ _____

52

$\frac{1}{10} + \frac{3}{5} =$ _____ $\frac{1}{8} \times \frac{2}{3} \times \frac{1}{2} =$ _____

Write as decimal:
$\frac{3}{8} =$ _____ 20% of 120 = _____

56

$6^2 =$ _____

$8.2\overline{)62.703}$

Change to familiar numerals:
M C X L II = _____

$(-5)(+9) =$ _____

60

Find interest on
$200 at $4\frac{1}{2}$% for 7 mo.
Ans. _____

Solve:
$y + (9 - 8y) = 65$
$y =$ _____

Find square root: $\sqrt{334.89}$

63

ARITHMETIC—LEVEL I: FOR INDIVIDUAL AND GROUP COMPARISONS USE ONLY STANDARD SCORES ON PAGES 16 TO 29 OF MANUAL.

Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade
1	N.5	6	Pk.6	11	Kg.4	16	Gr.1.0	21	1.9	26	2.8	31	4.2	36	5.3	41	6.3	46	7.6	51	10.7	56	14.2
2	N.8	7	Pk.8	12	Kg.5	17	1.2	22	2.1	27	3.0	32	4.5	37	5.5	42	6.5	47	8.2	52	11.4	57	14.9
3	Pk.1	8	Kg.1	13	Kg.6	18	1.4	23	2.2	28	3.2	33	4.7	38	5.7	43	6.7	48	8.8	53	12.1	58	15.6
4	Pk.2	9	Kg.2	14	Kg.7	19	1.6	24	2.4	29	3.8	34	5.0	39	5.9	44	7.0	49	9.4	54	12.8	59	16.3
5	Pk.4	10	Kg.3	15	Kg.9	20	1.8	25	2.6	30	3.9	35	5.2	40	6.1	45	7.2	50	10.0	55	13.5		

PAGE 3. ARITHMETIC, LEVEL II
ORAL PART

Appendix C
(continued)

1. Counts 1-5 2. Counts 6-15 3. Reads 3 4. Reads 5 5. Reads 6
6. Reads 17 7. Reads 41 8. Pennies 3-1 9. Apples 3 + 4 10. Marbles 9-3

WRITTEN PART

43 + 6	94 − 64	$34.95 × 3	726 − 349	$2\frac{1}{2} + 1\frac{1}{2} =$ _____ $\frac{1}{2}$ of 30 = _____	229 5048 63 + 1381

$9\overline{)4527}$

$1\frac{1}{2}$ ft. = _____ in.

2 − _____ = $\frac{1}{4}$

Add: $6\frac{1}{2}$, $1\frac{1}{8}$, $4\frac{1}{2}$

809 × 47

Write as percent: .42 = _____%

Subtract: $10\frac{1}{4} - 7\frac{3}{8}$

Multiply: 6.23 × 12.7

Find average: 34, 16, 45, 39, 27
Ans. _____

Write as decimal: $52\frac{1}{2}\%$ = _____

Write as percent: $\frac{3}{8}$ = _____%

$2.9\overline{)308.85}$

Add: 3 ft. 6 in.
5 ft. 5 in.
8 ft. 11 in.

M + 2 = 5
M = _____

2x = 3
x = _____

$6 \times 3\frac{3}{8}$ = _____

15% of 175 = _____

Write as common fraction in lowest terms: .075 = _____

The complement of an angle of 30° = _____

4^3 = _____

.25 + $1\frac{1}{2}$ = _____

If a = 7, b = 3,
$a^2 + 3b$ = _____

$\frac{1}{4}\%$ of 60 = _____

66 sq. ft. = _____ sq. yd.

Solve: $\frac{7 - (6 + 8)}{2}$ = _____

Add:
−x − y − 23
x − y + 22

Factor: $r^3 + 25 - 10r$
Ans. _____

$\frac{r^2 - 5r - 6}{r + 1}$
Ans. _____

Change to familiar numerals: MDCXCI = _____

Find interest on $1,200 at 6% for 70 days. Ans. _____

3p − q = 10
2p − q = 7
p = _____
q = _____

$\sqrt{2ax} = 6$
x = _____

$\frac{7}{17} = \frac{6}{x}$
x = _____

Find square root: $\sqrt{67081}$
Ans. _____

$\log_{10}\left(\frac{1}{100}\right)$
Ans. _____

$\log_5 5\sqrt{5}$
Ans. _____

Reduce: $\frac{k^3 + k}{k^3} \cdot \frac{3k - 3}{k^2 - 1}$
Ans. _____

Find root: $2x^3 - 36x = 162$
Ans. _____

ARITHMETIC—LEVEL II: FOR INDIVIDUAL AND GROUP COMPARISONS USE ONLY STANDARD SCORES ON PAGES 30 TO 42 OF MANUAL.

Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade
0	N.9	4	Kg.2	8	Gr.1.0	12	2.9	16	4.9	20	6.3	24	7.1	28	8.5	32	10.8	36	12.8	40	14.9	45	17.7
1	Pk.2	5	Kg.4	9	1.5	13	3.4	17	5.3	21	6.5	25	7.4	29	9.0	33	11.3	37	13.3	41	15.4	46	18.3
2	Pk.5	6	Kg.6	10	1.9	14	3.9	18	5.7	22	6.7	26	7.7	30	9.5	34	11.8	38	13.8	42	15.9	47	18.9
3	Pk.9	7	Kg.8	11	2.3	15	4.4	19	6.1	23	6.9	27	8.0	31	10.1	35	12.3	39	14.4	43	16.5	48	19.5
																				44	17.1	49	20.0

Appendix C
(continued)

PAGE 4, READING
LEVEL II

Two letters in name (2)	A	B	O	S	E	R	T	H	P	I	U	Z	Q	(13)	13
milk	city	in	tree	animal	himself	between	chin	split	form						23
grunt	stretch	theory	contagious	grieve	toughen	aboard	triumph								33
contemporary	escape	eliminate	tranquillity	conspiracy	image	ethics									40
deny	rancid	humiliate	bibliography	unanimous	predatory	alcove									47
scald	mosaic	municipal	decisive	contemptuous	deteriorate	stratagem									54
benign	desolate	protuberance	prevalence	regime	irascible	peculiarity									61
pugilist	enigmatic	predilection	covetousness	soliloquize	longevity	abysmal									68
ingratiating	oligarchy	coercion	vehemence	sepulcher	emaciated	evanescence									75
centrifugal	subtlety	beatify	succinct	regicidal	schism	ebullience									82
misogyny	beneficent	desuetude	egregious	heinous	internecine	synecdoche									89

FOR INDIVIDUAL AND GROUP COMPARISONS USE ONLY STANDARD SCORES ON PAGES 16 TO 42 OF MANUAL.

LEVEL I—GRADE NORMS

Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade
1	N.S	16-17	Kg.6	36-37	1.9	53	3.3	66	5.3	79	8.1	92	12.9
2	N.S	18	Kg.7	38	2.0	54	3.5	67	5.5	80	8.4	93	13.3
3	Pk.1	19-20	Kg.8	39,40	2.1	55	3.6	68	5.7	81	8.7	94	13.7
4	Pk.2	21	kg.9	41	2.2	56	3.8	69	5.9	82	9.0	95	14.1
5	Pk.4	22	Gr.1.0	42-43	2.3	57	3.9	70	6.1	83	9.3	96	14.5
6	Pk.5	23	1.1	44	2.4	58	4.1	71	6.3	84	9.7	97	14.9
7	Pk.7	24-25	1.2	45-46	2.5	59	4.2	72	6.5	85	10.1	98	15.4
8	Pk.9	26-27	1.3	47	2.6	60	4.4	73	6.7	86	10.5	99	15.8
9	Kg.1	28-29	1.4	48	2.7	61	4.5	74	6.8	87	10.9	100	16.2
10-11	Kg.2	30-31	1.5	49	2.8	62	4.7	75	7.0	88	11.3		
12	Kg.3	32-33	1.6	50	2.9	63	4.8	76	7.2	89	11.7		
13-14	Kg.4	34	1.7	51	3.0	64	5.0	77	7.5	90	12.1		
15	Kg.5	35	1.8	52	3.1	65	5.1	78	7.8	91	12.5		

LEVEL II—GRADE NORMS

Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade
0	Pk.5	16	1.3	29	4.4	42	6.8	55	9.5	68	13.0	81	16.8
1	Pk.8	17	1.5	30	4.6	43	6.9	56	9.6	69	13.2	82	17.1
2	Kg.1	18	1.7	31	4.8	44	7.1	57	9.9	70	13.5	83	17.4
3-4	Kg.2	19	1.8	32	5.0	45	7.3	58	10.2	71	13.8	84	17.7
5-6	Kg.3	20	2.0	33	5.2	46	7.5	59	10.5	72	14.1	85	18.0
7	Kg.4	21	2.2	34	5.4	47	7.7	60	10.8	73	14.4	86	18.3
8	Kg.5	22	2.4	35	5.6	48	7.9	61	11.1	74	14.7	87	18.6
9	Kg.6	23	2.6	36	5.8	49	8.1	62	11.6	75	15.0	88	19.0
10-11	Kg.7	24	2.8	37	6.0	50	8.3	63	11.9	76	15.3	89	19.5
12	Kg.8	25	3.2	38	6.2	51	8.5	64	12.2	77	15.6		
13	Kg.9	26	3.5	39	6.3	52	8.7	65	12.4	78	15.9		
14	Gr.1.0	27	3.9	40	6.5	53	8.9	66	12.6	79	16.2		
15	1.1	28	4.2	41	6.6	54	9.1	67	12.8	80	16.5		

LEVEL I

cat	see	red	to	big	work	book	eat	was	him	how	10
then	open	letter	jar	deep	even	spell	awake	block	size		40
weather	should	lip	finger	tray	felt	stalk	cliff	lame	struck		50
approve	plot	huge	quality	sour	imply	humidity	urge				60
bulk	exhaust	abuse	collapse	glutton	clarify						70
recession	threshold	horizon	residence	participate	quarantine						80
luxurious	rescinded	emphasis	aeronautic	intrigue	repugnant						90
putative	endeavor	heresy	discretionary	persevere	anomaly						98
rudimentary	miscreant	usurp	novice	audacious	mitosis						94
seismograph	spurious	idiosyncrasy	itinerary	pseudonym	aborigines						100

	A	R	Z	H	I	Q	S	E	B	O	10
Two letters in name (2)	A	B	O	S	E	R	T	H	P	I	U	Z	Q	23
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Behavior Identification Checklist

Appendix D

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
DEPARTMENT OF
EXCEPTIONAL CHILD EDUCATION
LEARNING CENTER FOR GIFTED

Name Of School _____

Name Of Student _____

Your Name _____

Age _____ Grade _____

Relationship to Child and/
or school (teacher, principal, parent) _____

Please check those items most characteristic of this child. It is unlikely that any child will have all of these attributes.

Identification Checklist

__ deals with abstractions
__ is curious
__ has desire for knowledge
__ is highly verbal
__ uses intelligent conversation
__ has variety of interests
__ is capable of intense concentration
__ has long attention span
__ learns quickly
__ has tremendous fund of knowledge
__ asks intelligent questions
__ has good memory
__ is quick to see relationships
__ likes structure
__ enjoys brainstorming, freewheeling
__ is bored with rote, mechanics: handwriting, spelling
__ is intuitive
__ is sensitive
__ has sense of humor
__ has leadership qualities: is able to influence others toward desirable and undesirable goals.
__ has good coordination
__ is keen observer
__ has original, unique ideas
__ deals with adults and peers
__ is first to see discrepancies
__ has large vocabulary
__ self motivated
__ asks many questions, often challenging the teacher and the textbook
__ fools around a lot, with whatever is at hand.
__ is independent
__ is capable of self-directed learning
__ has much energy, which gets him into trouble at times.
__ is often bored with recitation and memorization of facts; prefers talking about ideas and problems.
__ likes to work alone
__ best student in your room
__ does the best critical thinking.
__ an able student, but also the biggest nuisance.
__ outstanding in science
__ " in art
__ " in music
__ " in math
__ has difficulty with reading, but is otherwise believed bright.
__ exhibits qualities of leadership among his peers.
__ seems able, but lacks self-confidence.
__ seems unable to stick to a task.
__ reads well above the median for this class.
__ reads more than the average student in the class
__ enjoys math, especially new approaches to problem solving, though may be bored with the familiar.

TEACHER OBSERVATION SCALE

Student_____ Observer_____

The above student has been identified for the special primary program for the gifted and has been checked by the classroom teacher as exhibiting two or more of the following behaviors:

_____ is bored with rote, mechanics: handwriting, spelling

_____ has leadership qualities: is able to influence others toward desirable and undesirable goals

_____ fools around a lot, with whatever is at hand

_____ has much energy, which gets him into trouble at times

_____ likes to work alone

_____ an able student, but also the biggest nuisance

_____ seems able, but lacks self-confidence

_____ seems unable to stick to a task

Describe how the behaviors checked above manifest themselves. Example: does not complete assignments; rushes through assignments and then wastes time; bothers or annoys others by talking, hitting, etc.; withdraws by daydreaming or isolates himself by sitting alone.

1._____

2._____

3._____

4._____

Observe the student for two weeks and record the frequency and duration of the behaviors.

DATE	SPECIFIC BEHAVIOR	FREQUENCY	DURATION	COMMENTS

Appendix E
(continued)

TEACHER OBSERVATION SCALE

Student_____ Observer_____

DATE	SPECIFIC BEHAVIOR	FREQUENCY	DURATION	COMMENTS
TOTALS				

Comments or notes:

THE PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE

(The Way I Feel About Myself)

by

ELLEN V. PIERS, Ph.D.

and

DALE B. HARRIS, Ph.D.

Published by

Counselor Recordings and Tests

BOX 6184 ACKLEN STATION NASHVILLE, TENNESSEE 37212

THE WAY I FEEL ABOUT MYSELF

NAME .....

AGE ..... GIRL OR BOY.....

GRADE ..... SCHOOL.....

DATE .....

©Ellen V. Piers and Dale B. Harris, 1969

Here are a set of statements. Some of them are true of you and so you will circle the *yes*. Some are not true of you and so you will circle the *no*. Answer *every* question even if some are hard to decide, but do *not* circle both *yes* and *no*. Remember, circle the *yes* if the statement is generally like you, or circle the *no* if the statement is generally not like you. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

1. My classmates make fun of me..... yes no
2. I am a happy person..... yes no
3. It is hard for me to make friends..... yes no
4. I am often sad..... yes no
5. I am smart..... yes no
6. I am shy..... yes no
7. I get nervous when the teacher calls on me..... yes no
8. My looks bother me..... yes no
9. When I grow up, I will be an important person..... yes no
10. I get worried when we have tests in school..... yes no
11. I am unpopular..... yes no
12. I am well behaved in school..... yes no
13. It is usually my fault when something goes wrong..... yes no
14. I cause trouble to my family..... yes no
15. I am strong..... yes no
16. I have good ideas..... yes no
17. I am an important member of my family..... yes no
18. I usually want my own way..... yes no
19. I am good at making things with my hands..... yes no
20. I give up easily..... yes no

21. I am good in my school work ..... yes no
22. I do many bad things ..... yes no
23. I can draw well ..... yes no
24. I am good in music ..... yes no
25. I behave badly at home ..... yes no
26. I am slow in finishing my school work ..... yes no
27. I am an important member of my class ..... yes no
28. I am nervous ..... yes no
29. I have pretty eyes ..... yes no
30. I can give a good report in front of the class ..... yes no
31. In school I am a dreamer ..... yes no
32. I pick on my brother(s) and sister(s) ..... yes no
33. My friends like my ideas ..... yes no
34. I often get into trouble ..... yes no
35. I am obedient at home ..... yes no
36. I am lucky ..... yes no
37. I worry a lot ..... yes no
38. My parents expect too much of me ..... yes no
39. I like being the way I am ..... yes no
40. I feel left out of things ..... yes no

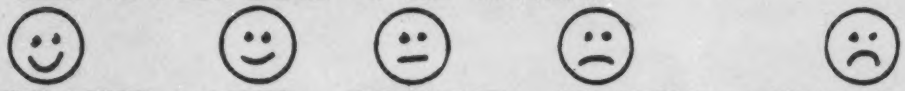
41. I have nice hair.....yes no
42. I often volunteer in school .....yes no
43. I wish I were different .....yes no
44. I sleep well at night.....yes no
45. I hate school.....yes no
46. I am among the last to be chosen for games.....yes no
47. I am sick a lot .....yes no
48. I am often mean to other people.....yes no
49. My classmates in school think I have good ideas .....yes no
50. I am unhappy .....yes no
51. I have many friends .....yes no
52. I am cheerful .....yes no
53. I am dumb about most things .....yes no
54. I am good looking .....yes no
55. I have lots of pep.....yes no
56. I get into a lot of fights.....yes no
57. I am popular with boys.....yes no
58. People pick on me .....yes no
59. My family is disappointed in me.....yes no
60. I have a pleasant face .....yes no

61. When I try to make something, everything seems to go wrong. yes no
62. I am picked on at home ..... yes no
63. I am a leader in games and sports ..... yes no
64. I am clumsy ..... yes no
65. In games and sports, I watch instead of play ..... yes no
66. I forget what I learn ..... yes no
67. I am easy to get along with ..... yes no
68. I lose my temper easily ..... yes no
69. I am popular with girls ..... yes no
70. I am a good reader ..... yes no
71. I would rather work alone than with a group ..... yes no
72. I like my brother (sister) ..... yes no
73. I have a good figure ..... yes no
74. I am often afraid ..... yes no
75. I am always dropping or breaking things ..... yes no
76. I can be trusted ..... yes no
77. I am different from other people ..... yes no
78. I think bad thoughts ..... yes no
79. I cry easily ..... yes no
80. I am a good person ..... yes no

Appendix G

Student Evaluation
Primary Gifted Program
Morgan Woods School
1978-79

The student will mark how he feels about the gifted program below by placing an X over the selected answer. The statements will be read aloud to the student.



	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1.	The program is great. I have learned a lot.				
2.	I'd rather be here than in my regular classroom.				
3.	I like being with the other kids in the program.				
4.	The teachers here know how to teach me.				
5.	I have a chance to do some things that I'm really interested in doing.				
6.	I look forward to coming to the classes.				
7.	I can express my own ideas and thoughts.				
8.	I have learned a lot about language arts and math.				
9.	I would like to attend the program again next year.				
10.	I worried about my transportation to the program.				

Please write any suggestions for making the program better:

Parent Evaluation
Primary Gifted Program
Morgan Woods School
1978 - 79

We are interested in your feelings about the following statements concerning the program for the gifted at Morgan Woods School. Your child and his classroom teacher will also complete an evaluation. Please read each statement carefully and respond by circling one of the answers.

SA - Strongly Agree
A - Agree
? - Undecided or Uncertain
D - Disagree
SD - Strongly Disagree

1.	The program was challenging to my child.	SA	A	?	D	SD
2.	My child looked forward to attending the program each week.	SA	A	?	D	SD
3.	My child talked enthusiastically about the program at home.	SA	A	?	D	SD
4.	My child was bored with the classes.	SA	A	?	D	SD
5.	The classes lasted too long.	SA	A	?	D	SD
6.	My child benefited from being with students with similar abilities.	SA	A	?	D	SD
7.	My child benefited from being taught by teachers experienced in teaching gifted students.	SA	A	?	D	SD
8.	My child was able to keep up with his regular classroom work without any difficulty.	SA	A	?	D	SD
9.	The gifted classes offered a curriculum not available in my child's regular classroom.	SA	A	?	D	SD
10.	The program should be continued next year.	SA	A	?	D	SD

Please use the back of this paper to make any comments or recommendations. You do not need to sign the evaluation.

Return this evaluation to Morgan Woods School. Thank you.

Classroom Teacher Evaluation
Primary Gifted Program
Morgan Woods School
1978-79

One of your students has attended the special classes for primary gifted students at Morgan Woods School. From your viewpoint as classroom teacher, we would like for you to respond to the following statements. Please circle one of the answers.

SA - Strongly Agree
A - Agree
? - Undecided or Uncertain
D - Disagree
SD - Strongly Disagree

1.	My student looked forward to attending the classes.	SA	A	?	D	SD
2.	The student brought back ideas or products which he shared with me or the class.	SA	A	?	D	SD
3.	The student was able to keep up with his regular classroom assignments as well as the special classes.	SA	A	?	D	SD
4.	I observed an improvement in his achievement in language arts.	SA	A	?	D	SD
5.	I observed an improvement in his achievement in mathematics.	SA	A	?	D	SD
6.	I observed an improved attitude toward his school work.	SA	A	?	D	SD
7.	The student has developed a better self concept.	SA	A	?	D	SD
8.	The program lasted too long.	SA	A	?	D	SD
9.	The program should be continued next year.	SA	A	?	D	SD
10.	Transportation was a problem for the school.	SA	A	?	D	SD

Please make any comments or recommendations on the back of this sheet and return to Morgan Woods School. Thank you.

GIFTED OBSERVATION SCALE (GOS)

The observer will fill out this Gifted Observation Scale (GOS) which is designed to measure the degree of consistency between what was designed and expected to happen in the program and what actually happened. We expect the conditions observed by the supervisor to be consistent with the project expectations at least 70 percent of the time. Another way of looking at this evaluation would be that we expect deviant conditions to exist no more than 30 percent of the time as determined by scheduled observations in the program setting. The supervisor will certify as to the presence or absence of these variables.

1. Is there a written IEP (Individual Education Plan) for each target student?

2. Are support materials available to implement the plan?

3. Is there evidence that the parents, classroom teacher, and special teachers worked together to develop the plan? Do they demonstrate a knowledge of the plan?

4. Is the student, in fact, engaged in activities applicable to the plan?

5. Is there sufficient evidence that the plan is being implemented as stated?

PARENTS RATE GIFTED WORKSHOP

Parents will rate the workshop or meeting using the Hillsborough County Inservice Evaluation Summary and an overall rating scale shown below.

Overall rating of the workshop. Please circle one:

5 EXCELLENT

4 GOOD

3 SATISFACTORY

2 POOR

1 UNSATISFACTORY

Please make recommendations for improving the workshop in the space provided below:

INSERVICE EVALUATION SUMMARY

Name of Workshop: Component No. _____

Name of Director: No. Participants: _____ Date(s): _____

	ITEMS	A / 5	B / 4	C / 3	D / 2	E / 1	F / 0	Personnel Pnts	Averages
PROCEDURAL	1. Statement of Purpose								
	2. Statement of Objectives								
	3. Sequence								
	4. Grouping Techniques (a)								
	5. Grouping (b)								
	Category Total								
PROCESS	6. Content level								
	7. Sharing ideas, questions								
	8. Leadership: Competence								
	9. Leadership: Sensitivity								
	10. Adequate materials								
	Category Total								
SUMMATIVE	11. Content-objective relatnshp.								
	12. Relevance								
	13. Possibility of application								
	Category Total								
	GRAND TOTALS								

INSTRUCTIONS: Count number of letters marked for each letter opposite numbers 1 through 13. Record amounts in appropriate column in upper left corner. Multiply totals by given figures (A x 5) and put answer in lower right corner of square. Add totals for each of the three categories. Add three category totals and record in grand total columns. Add totals across page, upper and lower, to record in column marked Personnel Points. Totals should be same both vertically and horizontally for grand total under personnel points. Divide upper figure into lower one for averages. (Example 29/110 = average of 3.8) Fill in each blank square in averages column. If one or more participants fail to mark an item, note at left of line how many did not mark. Do not add column F in totals.

SD/6/77

COMMENTS: Leadership (competent or otherwise)

Materials: (Nature, variety, availability)

General: (Suggestions for improvement)

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
Tampa, Florida

INSERVICE EDUCATION PROGRAM
Participant Rating Scale

Component:_____

Date of Participation:

Beginning_____ Completion _____

Director of Activity: _____

The nature and ultimate success of Inservice Education demands that programs offered be responsive to participant needs.

In order to provide the Staff Development Office with feedback which can serve as a necessary basis for program improvement, your opinion is desired concerning various aspects of the Inservice activity named above.

Your time and cooperation in completing this rating scale will be greatly appreciated. It is only through your reactions and involvement that we can bring about effective change in inservice education.

After responding to the enclosed rating form, please return the form and completed answer sheet via school mail to the local workshop director (usually your supervisor.)

John Lizer, Director
Staff Development Office
Instructional Services Center

INSTRUCTIONS FOR RATING CRITERIA

Criteria for evaluating this inservice activity are listed at the right. Please complete the evaluation by circling the letter reflecting your judgment of each item according to the scale shown. It is important that you respond to all items. Do not overlook the (F) option where it is appropriate.

A. I strongly agree
B. I agree
C. I agree, with some reservations
D. I disagree
E. I strongly disagree
F. This item does not apply to this workshop

PROCEDURAL OUTCOMES	1.	A	B	C	D	E	F	A clear statement of the purpose of the workshop was made.
	2.	A	B	C	D	E	F	Objectives were clearly stated at the outset
	3.	A	B	C	D	E	F	Activities were in logical sequence
	4.	A	B	C	D	E	F	Grouping techniques utilized were effective
	5.	A	B	C	D	E	F	Appropriate grouping was done.
PROCESS OUTCOMES	6.	A	B	C	D	E	F	Content level was appropriate for me.
	7.	A	B	C	D	E	F	Appropriate opportunity was given for sharing ideas and/or questions.
	8.	A	B	C	D	E	F	Leaders of this activity were well prepared. (List names and comments on back, if you desire.)
	9.	A	B	C	D	E	F	Directors responded readily to group needs.
	10.	A	B	C	D	E	F	Adequate materials were supplied.
SUMMATIVE OUTCOMES	11.	A	B	C	D	E	F	Program content related directly to stated objectives.
	12.	A	B	C	D	E	F	The program was keyed to my important concerns.
	13.	A	B	C	D	E	F	I will be able to apply what I have learned to job related problems.

PLEASE WRITE COMMENTS AND SUGGESTIONS ON THE BACK

STUDENT RATING
OF
COUNSELING SESSIONS

How helpful have your meetings with the guidance counselor been in solving your problems? Please mark your answer by placing an X on the face:

very helpful

helpful

undecided

of little help

not helpful

Appendix N

SUPERINTENDENT'S EDUCATIONAL MANAGEMENT GROUP -- MEETING OF JULY 10, 1978

GRADING POLICIES -- Lengthy discussion held on proposals from Senior High Principals Council that changes be made in (a) Policy C-55.3 pertaining to quality points for subjects taken, and (b) Policy 55.10 pertaining to grades to be given to pupils found to be cheating on exams.

SEMG discussion revealed considerable disagreement on the recommendation on of principals that after review of situation by principal, cheaters be given zero on exam, and the resulting failure in the subject will not be subject to option to take a make-up exam unless the principal were to make an exception.

Action: SEMG agreed that the scheduled July 18 Board public hearing (per Admin. Procedures Act requirements) should be cancelled, and that this matter should be referred back to the Senior High Principals Council because SEMG deems the recommended penalty for cheaters to be too severe . . . If Council then declines to change its recommendations, then Council members are to be invited to meet with SEMG for further discussion on the matter.

PROPOSAL FOR PILOTING OF PROGRAM FOR GIFTED -- Mrs. Hojnacki presented a proposal to institute a pilot program for gifted primary students in the six elementary schools in the Town & Country area.

Highlights of the proposal: The program would be housed at Morgan Woods and would serve gifted primary pupils, who are not now being served at the downtown Learning Center . . . The services of 2 primary teachers now on staff of Learning Center would be utilized (they now travel to schools with 15 or more primary gifted children, for regular instruction) -- these teachers would continue to work mornings at Learning Center functions, then travel to Morgan Woods to operate the proposed program from 11:30 a.m. to 1:30 p.m., daily . . . Parents of the pupils eligible for the program would provide transportation to and from Morgan Woods . . . Pupils would be selected after testing by psychologists . . . Of the six schools, only 3 now are eligible to receive the services of the Learning Center teachers . . . The Morgan Woods program would operate from October to March, and the possibility exists additional FEFP funding can be generated with the program.

Action: SEMG endorsed the proposal, aware that other areas of the county might seek the same consideration . . . SEMG agreed that if this pilot program is successful, other areas could be studied for clustering similar programs next year.

(Continued on back page)

-- Present --

Dr. Shelton
Smouse
Bing
Wharton
Clark
Nifong
Colson
May
Hull
Dr. Lamb
Farmer

Deans:
Stigers

Jr. Hi Prin.:
Nelson

Sr. Hi Prin.:
Flagg

Elem. Prin.:
I-Reeder
II-Vick
III-Urbanek
IV-Jimenez
V-Simmon
VI-Harre
VII-Woods
VIII-

Comm. Schools:
Fernandez

Supervisors:
Munn
Gardner

Directors:
Dr. Taylor
Dobbins

Asst. Prin.:
Barrington

Others:
Valdez
Hojnacki
Russo
(Wieczorek)
Dinnis

PROGRAM FOR GIFTED[1]

[1]Department of Education for Exceptional Students, District Procedures for Providing Special Education for Exceptional Students--1977-78 Handbook (Tampa, Florida: Hillsborough County Schools Printing Department, 1977-78), pp. 116-123.

PROGRAM FOR GIFTED

II. Programs Available Within the District

A. Criteria for Eligibility

1. Superior mental development as indicated by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence.

According to accepted professional practice, the psychologist administering the test should report the standard error of measurement associated with the obtained test score. The exact score cutoff would be the upper limit of the score interval (defined by the obtained score plus one standard error of measurement). The psychologist may, in special cases, also recommend that only the verbal or only the performance test score be used to determine eligibility. In such cases the psychologist's recommendation must appear on a written report when considered in placing the student.

2. A majority of characteristics of gifted children according to the Hillsborough County Learning Center Identification Checklist.
3. A need for a special program as indicated on DEES referral form - "statement of behavior" and "recommendations of screening committee" sections as well as recommendations of Special Services Team following the evaluation.

B. Procedures for Screening

1. Students may be nominated by placing his/her name on the Nominating and Screening form, along with all indicated information. (This includes group ability and achievement test scores, teacher recommendations, Slosson or other screening test scores, if available, and interests.) This form may be prepared in the office by the principal, counselor or

curriculum specialist, by that staff member most concerned and knowledgeable of the Gifted Program, or by individual teachers. Nominations by DEES and DOSS personnel, parents, peers or self should be taken into consideration. Separate lists should be prepared for:

a. continuing students already in the program and

b. new nominations

2. This form should then be reviewed by the Supervisor of Programs for Gifted or designee for appropriateness of referral.

3. Continuing students (former students already meeting criteria) will, if approved at screening, be considered as acceptable and IEP's developed. New referrals will be returned to the school for further screening and placement.

4. New nominations may be given a Slosson at this point and an identification checklist prepared.

C. Procedures for Referral

Students may be referred by having the case brought before the school's Special Services Team. The administration of the Slosson Intelligence Test may be delegated at the time or, if sufficient information is available, a referral should be made to the school psychologist for individual intelligence testing.

D. Procedures for Student Evaluation

Students will be evaluated for the program on the basis of the individual intelligence test score, recommendations of various professionals as indicated on screening form, Gifted Behavior Checklist, psychologist's report, or separate memos. Students who appear to meet the criteria of a gifted student should then be discussed by the Special Services Team for staffing.

E. Procedures for Determining Eligibility and Educational Placement

The Special Services Team, consisting of principal or designee, referring

teacher, curriculum specialist, counselor or other school based professional, psychologist, social worker and a representative of the Gifted Program and such others as the principal sees fit to invite will then determine placement for the student.

F. Procedures for Providing an Individual Educational Plan

The individual educational plan will be developed by the Gifted Program staff after determining student's level, background and interests.

G. Procedures for Dismissal or Reassignment

Students may be withdrawn by parents at any time. Written notification must be sent to the Learning Center by the parent or school. Students may be dismissed by agreement between school personnel and Gifted Program, both parties agreeing. A student may be dismissed if he is not benefiting from the program as documented by non-participation in program (attendance) in classes (attention to task) or for inability to conform to program policies as outlined in course booklet. All withdrawals or dismissals must be documented.

H. Special Program Organization

The purpose of all Hillsborough County Gifted Programs is the development in identified children, of thinking skills and independent study skills, the enhancement of creativity, leadership and evaluative ability, through exposure to a variety of academic enrichment not generally available in the general school curriculum.

Hillsborough County Schools offer the following program(s) for gifted children:

1. Early Childhood: Beginning at the "beginning" of public school, the Early Childhood Program (K, 1 & 2). Two resource teachers, certified in early childhood education and with strong backgrounds in gifted

education, visit these students in their schools twice a week to help them enhance the creative and affective areas of their understanding. (Since 1974)

2. In-school (itinerant, grades 3-9): Resource teachers with strong backgrounds in both gifted education and specific subject matter offer classes in science, art, unusual mathematical subjects, creative dramatics, photography, foreign language, creative writing, etc. Schools indicate the areas they feel a need to emphasize and the appropriate teacher is scheduled. (Since 1971)
3. The Learning Center: The best known and most popular program for grades 3-9. Students are brought via school bus to the center for 3 hours a week of study in art, math, psychology, communications, group dynamics, chemistry, physics, general science, etc., for a semester. (Since 1970)
4. Marine Biology: (3-9) By appointment with the resource teacher directing this class, identified students are brought to the shores of Tampa Bay to collect and study specimens. A marine museum and many visual materials are also available for study at the Learning Center on days when weather does not permit visits to the beach. (Since 1972)
5. Cockroach Mound: Resource teachers with special strength in environmental study work with gifted students in the school and at the Cockroach Bay and Mound natural areas. Sixth through ninth grades. (Since October 1975)
6. Community Science Program: Tenth and eleventh graders work with local professional medical and industrial scientists in their own laboratories and offices. (1976)
7. Executive High School Internship: The Internship enables high school students to spend a full semester with a senior official in government, an educational or cultural institutuion, a private civic agency, a foundation, an agency providing direct services to community residents, or

some other organization with broad public interest.

On leave from his high school, the intern functions as a full-time special assistant in-training to the Executive Sponsor. All interns attend weekly seminars on urban policy which include conferences with officials, field visits to program operations, in-service training, and related reading assignments. (Since 1973)

8. Hillsborough County Museum: Specialists from the Learning Center staff have developed this program on the dances, dress and cultures of the many North American Indian tribes. This program takes place at the Hillsborough County Museum on the shores of the Hillsborough River where a large collection of Indian materials is available. This is an elementary program. (Since 1972)

I. Instructional Program

The Gifted Program is arranged so that the student has full access to those aspects of knowledge offered in the regular classroom. The Gifted Program expands this knowledge into further training in cognitive and affective understanding not usually offered at that level by the regular education program. Because of the nature of the gifted child most program classes emphasize analysis, synthesis and evaluative skills rather than the knowledge and comprehension offered by the regular program.

J. Supportive Services

1. Instructional Resources

Classes in the Gifted Program make use of a number of outside resources including School Enrichment Resource Volunteers (SERVE), the Arts Council's "Artists in the Schools" program, the Hillsborough County Museum facilities and other museums and art galleries. Local beaches are visited for specimen collecting in the Marine Biology program. High school

programs utilize many government and business offices and laboratories in the community. (1971-78)

2. Assessment and Social Services

Students who may not otherwise be identified may be referred to Student Services for testing. Parents of students enrolled in the University of South Florida Gifted Program may request that schools be sent scores from testing by that program. Scores from intelligence tests given by qualified private practitioner may also be considered.

K. Procedures for Providing Housing for Special Program

Facilities are selected upon the following criteria:

1. Location in school or central to district
2. Availability of personnel and resource people to work with students
3. Availability of other resources for students to work with.
4. Availability of space.

The Learning Center is housed in a remodeled city library. All teachers are housed in the Learning Center and may teach up to 17 hours in this program. In addition, all teachers in the Gifted Program schedule classes in participating schools. Itinerant staff sometimes have difficulty finding places to work in schools. Executive High School Interns work with community leaders who provide space for them. Programs may also be scheduled at the County Museum, Cockroach Mount Environmental Studies Center, and Tampa Theater Building.

L. Plans for Evaluation of Program

Program is student evaluated. Research has demonstrated that the gifted student's evaluation of his class is comparable and correlates with that of trained observers. Students are evaluated on a satisfactory/unsatisfactory basis by teachers. Students evaluate their classes according to their feelings about what they have been learning. They evaluate themselves in each

Appendix O
(continued)

class according to their independence, attentiveness, commitment or self-discipline, feelings for themselves and others, and amount of subject knowledge learned.

Learning Center evaluations are conducted and interpreted by the program supervisor. Responsibility for evaluation of other programs lies with directing teacher or coordinator.

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

Tampa, Florida

PARENT NOTIFICATION

Date: _____

Dear Parents:

This is to notify you that the following action has been taken in behalf of your child _____.

___I have recommended that he/she be referred to our school's Special Services Team for an evaluation.

___The Team has decided to conduct an evaluation. I will need to meet with you to discuss the referral and evaluation procedures. No action will be taken by the Team until you sign a consent form authorizing the evaluation.

___The Team has requested that additional information be gathered by the following person(s):

___School Psychologist
___School Social Worker
___Specific Learning Disabilities Teacher
___Teacher of the Emotionally Handicapped
___Speech/Hearing Therapist
___Vision Teacher

___The Team has completed its evaluation. Please call me so we can arrange for you to receive the results.

___Other: _____

_____

Please contact me if you have any questions about this notification.

Sincerely,

_____ _____
Signature School

_____ _____
Position Phone

DISTRIBUTION: WHITE: Parent YELLOW: School Copy

DoSS: 5/79 Form No. 34505

Appendix P
(continued)

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

Department of Education for Exceptional Students
411 East Henderson Avenue
Tampa, Florida 33602

NOTICE AND CONSENT FOR PLACEMENT

Part A

Date _____

Name _____

Address _____

Dear _____:

An Exceptional Student Staffing Committee has reviewed your child's educational needs. This document has been prepared to assist in explaining to you the findings and recommendations. The Committee members concluded that your child, _____ is eligible to receive educational services in the _____ Program at _____ (School or Center).
The findings are based upon reports of the following evaluations:

Name of Tests, Procedures or Reports	Description

To meet your child's educational needs, the committee considered the following options and has recommended placement at _____ (School or Center).

_____ regular class with consultative service;
_____ regular class supplemented by itinerant instruction or a resource room program;
_____ special class either full-time or part-time in a regular school;
_____ assigned special class supplemented by itinerant instructions;
_____ special class in a center program;
_____ individualized instruction in Homebound/Hospitalized setting;

The other options were considered, but were not recommended because they:

_____ did not provide the least restrictive environment for your child;
_____ did not provide the amount of individual or small group instruction required by your child;
_____ other, specify _____

This placement will continue until it is determined that this service is no longer necessary. You will be notified of any proposed modifications in the program.

Both federal and state regulations require that you be informed of your rights in this matter. These rights are described for you below. Contact the office below if you have any questions.

Contact person _____ Location _____

Phone _____

Sincerely,

_____

Name Position

DUE PROCESS RIGHTS IN SPECIAL PROGRAM ASSIGNMENT

1. To receive prior notification of changes in educational placement including recommendations for assignment, reassignment, or denial of assignment in any exceptional student program.
2. To request a meeting with school personnel to review the educational placement.
3. To request a hearing if you disagree with the recommendations for educational placement.

White: DEES Office Yellow: School Pink: Parent

DEES-MO-10 A
Rev. 8/78

Appendix P
(continued)

DEPARTMENT OF EDUCATION FOR EXCEPTIONAL STUDENTS

Programs for Gifted

Individual Educational Program

Part I _____ _____ _____
(Name of Student) (date of birth) (Grade Level)

(See Request for Services form for student's present level of performance as indicated by standardized tests.)

_____ will participate in the following services of the
(Name)
Hillsborough County Gifted Program as planned for students from _____
School for the 1978-79 school year.
(Dates service offered)

☐	Primary In-School (grades 1 -3)	_____ TO _____
☐	Intermediate In-School (grades 3 - 9)	_____ TO _____
☐	Early Spanish in Hillsborough (grades 3 - 5)	_____ TO _____
☐	Indian Lore (grades 3 - 5)	_____ TO _____
☐	Environmental Program (grades 7 - 9)	_____ TO _____
☐	Marine Biology (grades 3 - 9)	_____ TO _____
☐	Community Laboratory (grades 11 - 12)	_____ TO _____
☐	Learning Center (grades 3 - 9)	_____ TO _____

Check only programs presently scheduled. (additional programs may be scheduled for later times following parent notification of such scheduling.)

The Gifted Program is so arranged that the student has full access to those aspects of knowledge offered in the regular classroom. It is the goal of the Gifted Program to expand this knowledge into further training in cognitive and affective understanding not usually offered at that level by the regular educational program. Most classes emphasize analysis, synthesis and evaluative skills in addition to such knowledge and comprehension as may be acquired in the regular classroom. Specific goals for courses may be found in the appropriate course description booklet. Students in the program will spend a minimum of eighty percent of the time in the regular classroom each semester. Students will participate in evaluating their progress in each class, on the basis of how well he meets the goals of the class as listed in the course description. Placement in any part of the program is determined from the records of the staffing committee.

_____
Diane D. Grybek, Supervisor, Programs for Gifted

_____
Signature and comments, Resource Teacher for Gifted

_____
Signature and comments, Parent/Guardian

_____
Signature and comments, Students

(List of classes requested and assigned must be attached to this page.)

Appendix P
(continued)

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

EXCEPTIONAL CHILD EDUCATION

PICTURE PERMIT

Dear Parents:

Some phases of our program in Exceptional Child Education will be photographed, video taped and/or filmed for newspaper articles, brochures, television, etc.

We shall grant the use of some of these pictures only when the publicity is in keeping with the policies in our county. You may be assured we would not permit the taking of a picture that would in any way embarrass the parents of the child.

Sincerely,

Diane D. Grybek, Supervisor
Programs For The Gifted

Parent's Signature

Student's Name

School Grade

Date

Appendix P
(continued)

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

Tampa, Florida

To: Principal of Morgan Woods Elementary School

As parents of _____

we agree that our child may go on the proposed trip to _____

_____ and understand the children will be properly chaperoned by representatives of the school.

We also understand that our child may be transported in a private automobile of another parent and that this automobile is not under the control of the Board of Public Instruction of Hillsborough County, Florida.

Dated this _____ day of _____, 197_.

_____

Parent Signature

_____

Parent Signature

Appendix Q

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
Department of Education for Exceptional Students

DEES# _____
DoSS# _____
M F B W (circle)
Date 10-9-78

INDIVIDUAL EDUCATIONAL PLAN

NAME Student # 8 D.O.B. 1-18-70 C.A. 8-8 E.A. _____ SCHOOL Morgan Woods GRADE 3

ELIGIBILITY DATA: Student meets District Procedures Eligibility Criteria for those programs included under educational programs and services. See Eligibility/Staffing Summary. Duration of service(s) will be contingent upon annual staffing recommendations.

IEP PROCEDURES: See FSBE Rules 6A-6.331 and 94-142 Regulations 121a.340 through 121a.346.

EDUCATIONAL PLANNING MEETING: This meeting shall be held at least once a year to develop, review or revise the Individual Educational Plan. Participants shall include DEES Designee, teacher(s) of the student, parent(s), student (whenever appropriate), other individuals at the discretion of the parent or district school system. A member of the evaluation team or some other person familiar with the evaluation procedures and results is also required for an exceptional student being evaluated for the first time.

Documentation of attempts to obtain parental participation in meeting: _____

Participants: (Signature and Title)
Principal Curriculum Specialist Guidance Counselor
Gifted Teachers Classroom Teacher Parent Student
Psychologist

EDUCATIONAL PROGRAMS AND SERVICES: (Include statement of the extent to which the student will be able to participate in regular educational programs and projected date(s) for initiation of services.)
Student Number 8 will attend classes for the gifted 4 hours per week and continue in the regular classroom with curricular and behavior modification.

PRESENT LEVEL OF PERFORMANCE	ANNUAL GOALS INCLUDING SHORT-TERM INSTRUCTIONAL OBJECTIVES	DATE	EVALUATION PROCEDURES
WRAT Reading	Student Number 8 will develop	4/78	WRAT, Read-
2.6 9/77	reading recognition skills to		ing Subtest
	4.4 year level.		Informal
			Evaluation
WRAT Mathe-	Student will develop math	4/78	WRAT, Math
matics, Subtest	computation skills to 5.0		Subtest
3.6 9/77	level.		DMP Tests
Classroom	Kevin will improve classroom	4/78	Checklist by
Teacher Check-	behavior		classroom
list and Observa-	(a) Counseling with the		teacher.
tion Scale	guidance counselor 30 min-		Ongoing evalu-
	utes per week.		ation by class-
	(b) behavior modification		room teacher.
	will be used in completing		
	assignments		
	(c) tangible rewards will		
	be given for tasks completed		

Send WHITE copy to DEES - YELLOW to SLD folder - PINK to student folder

DEES-SLD-12
Revised 7/78

Letters To Parents

Appendix R

Morgan Woods School

October 30, 1978

Dear Parents,

_____ is a participant

in the Primary Gifted Program at Morgan Woods School. The program has moved off to a good start. As I promised at our orientation meeting, I am asking you for some feedback on the program and on your child to see if your child's special needs are being met. Please answer any of the following questions and return in the envelope provided to your child's school. The school will send it in school mail to me at Morgan Woods.

1. Is your child reading more at home since enrollment in the program?

2. Is he becoming more interested in math?

3. Any special counseling needed? For instance, is your child shy? Does he need to be more sociable? Does he have friends his own age? Does he like school? Does he try to run the home? How does he get along with others? Does he feel that he is not measuring up to your or his expectations? Underline any of the above or add others.

4. Do you have any suggestions or criticisms of the current program thus far?

Thanks for your help. We're still developing the program so we need your suggestions.

Sincerely,

Pearl C. Hojnacki, Principal
Morgan Woods School

Appendix B
(continued)

Letters To Parents

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
DEPARTMENT of EDUCATION for EXCEPTIONAL STUDENTS
PROGRAMS FOR GIFTED

September 8, 1978

To the parent(s) of _____

Dear Parent(s):

Students from _____ who will be involved in the Gifted Program this year will be meeting with a resource teacher from the program at your school on _____ (Day) _____ (Date) (Time) to participate in planning their educational programs. You are invited to attend this meeting. Please check with the school office for location of the meeting.

It is very important that you indicate in the space below whether or not you plan to attend the meeting and return the lower part of this letter to me.

Thank you.

Very truly yours,

Diane D. Grybek

Diane D. Grybek, Supervisor
Programs for Gifted

DDG/ejm

☐ I plan to attend the Educational Planning Meeting on _____.

☐ I do not plan to attend the meeting.

_____
name of student

Parent's signature _____

_____
name of school

Developing Mathematical Processes (DMP)[1] Description of Topics Used in Gifted Program

Group I. First and Second Graders Description of the Topics 30-40[2]

Topic 30. Grouping

The children learn to separate a set by grouping the objects of the set into subsets of a given size. Then they record the results of the grouping.

Topic 31. Geometric Shapes

A variety of geometric ideas are reviewed and explored with many types of materials.

Topic 32. Solving Number Sentences 0-10

Other types of joining and separating situations are examined, and sentences are written to represent them. The children solve any given open sentence and validate it. Number facts receive attention.

Topic 33. The Numbers 0-99

The numbers 21-99 are introduced as representing the numerousness of sets. The children learn to recognize and write these numbers in expanded and compact notation. Place value is introduced.

Topic 34. Units of Capacity

Standard units of capacity (cup, quart, and gallon) are introduced. Capacities of various containers are represented, compared, and ordered in terms of these standard units.

Topic 35. Number Sentences 0-20

Open sentences involving the numbers 11-20 are solved and validated. Number facts are emphasized.

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[1]Wisconsin Research and Development Center for Cognitive Learning, Developing Mathematical Processes, (Chicago: Rand McNally and Company, 1975).

[2]Wisconsin Research and Development Center for Cognitive Learning, Developing Mathematical Processes, Resource Manual, Topics 1-30 (Chicago: Rand McNally and Company, 1975).

Topic 36. Describing, Classifying and Locating

The children sort objects on the basis of two or more attributes and are introduced to the intersection of sets. Then they locate objects in relation to paths. Finally they look at grids as intersections of columns and rows.

Topic 37. Partitioning

The children divide a set into a given number of equal subsets and a remainder, and write the result in grouping notation. Then they apply this knowledge to fractions and divide various sets into halves, thirds, and so forth.

Topic 38. Number Sentences 0-99

A variety of situations involving the numbers 0-99 is represented by sentences. The children solve open sentences about joining, separating, and differences using objects or pictures. The regrouping that occurs when the children are solving these problems is focused on as background for algorithms (Topic 40).

Topic 39. Units of Length

Standard units of length (inches, feet, yards, centimeters, and meters) are introduced. The children measure various lengths using these units and compare and order the measurements.

Topic 40. The Addition and Subtraction Algorithms 0-99

Addition and subtraction of two-digit numbers with and without regrouping are introduced. The children use their background with regrouping objects in Topic 38 to give meaning to the algorithms.

Group II. Third Graders
Description of the Topics 41-52[1]

Topic 41. Movement and Direction

The children looked at, described, and made physical movements along labeled paths and grids. This served as a background for later work with integers.

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[1]Wisconsin Research and Development Center for Cognitive Learning, Developing Mathematical Processes, Resource Manual, Topics 41-66 (Chicago: Rand McNally and Company) pp. 95-101.

Topic 42. Units of Weight

Standard units of weight, ounces and pounds, were introduced. The children represented various weights using these units and they compared, ordered, added, and subtracted these measurements. The children investigated ordering fractional parts of weights.

Topic 43. Solving Open Sentences

A variety of open situations were examined. The students represented a way of solving the problem with an open sentence and then solved it. They investigated the effect on an order relationship of changing the sets or objects in an order sentence. The children chose and wrote fractions that represented parts of objects or of sets.

Topic 45. The Numbers 0-999

The numbers 100-999 were introduced; place value was stressed through grouping. Both the expanded notation and compact notation were used.

Topic 46. Comparing and Ordering Areas

The students used arbitrary units of area to measure regions. Then they compared and ordered objects using these measurements. Fractional parts of areas were also considered.

Topic 47. Grouping and Partitioning

The children represented a grouping or partitioning problem with an open sentence. They then solved the sentence physically, pictorially, or symbolically. Repeated addition and subtraction were stressed.

Topic 49. Solving Addition and Subtraction Problems 0-999

The addition and subtraction algorithms were extended to three-digit numbers. The students continued to represent a fractional part of a set or of an object by writing a fraction and to represent a fraction with fractional parts of sets or objects.

Topic 50. Measuring Length

Measuring lengths with standard units was done; more emphasis was placed on precise measurements as the students considered fractional parts of units and millimeters.

Topic 51. Measuring Time

The students used arbitrary and standard units to measure durations. Then they compared and ordered durations using these measurements.

Topic 52. Investigating Problems

Problems that require a combination of familiar processes were presented. The children were asked to evaluate information presented in a problem situation in terms of whether that information was sufficient for, or relevant to, the solution of the problem. The children were expected to master solving addition and subtraction problems with three-digit numbers.

DUSO: DESCRIPTION OF THEMES

Developing Understanding of Self and Others (DUSO D-1)

Program Content

Unit I. Understanding and Accepting Self. This unit is designed to help the child appreciate himself as a unique individual, worthy of respect by others as well as by himself. It also focuses on assisting the child to discover his strengths and at the same time to accept some lack of success in his endeavors.

UNIT II. Understanding Feelings. The children are made more aware of their emotional life and encouraged to talk about positive and negative feelings. An emphasis is placed on each child's becoming increasingly aware of his feelings and becoming sensitive to the feelings of others. This is accomplished in the unit activities which center around sharing with others, expressing feelings, and making friends.

UNIT III. Understanding Others. This unit is designed to help children understand the relationship between their own world and the world of others; thus helping them move from self-centeredness to social interest and to becoming socially responsible. The unit activities also help children understand what makes people acceptable and unacceptable in a group.

UNIT IV. Understanding Independence. This unit helps children understand that they must make choices involving value judgments, standards of conduct, and courses of action. They learn to appreciate the relationship between their behavior and its consequences.

UNIT V. Understanding Goals and Purposeful Behavior. This unit is designed to increase each child's understanding of the need for a courageous, resourceful approach to the attainment of his goals.

Unit VI. Understanding Mastery, Competence, and Resourcefulness. This unit focuses on each child's need to understand his capacities realistically.

Unit VII. Understanding Emotional Maturity. In this unit, the counselor helps the class explore the purpsive nature of emotions. More courageous and effective responses to stress and change are emphasized.

Unit VIII. Understanding Choices and Consequences. Unit VIII helps children understand personal integrity in relationship to group pressures and personal standards.[1]

[1]Don Dinkmeyer, Developing Understanding of Self and Others (Circle Pines, Minn.: American Guidance Service, Inc., 1970).